DOCUMENT RESUME

ED 359 273 UD 028 808

AUTHOR	Mitchell, Vernay
TITLE	A Qualitative Study of Training in Conflict Resolution and Cooperative Learning in an Alternative High School.
INSTITUTION	Columbia Univ., New York, NY. Teachers Coll. International Center for Cooperation and Conflict Resolution.
PUB DATE	Mar 92
NOTE	142p.; Chapters II and III and Appendixes B-E appear in the full report (see UD 028 807). The final chapter (V) was revised for the full report. For related reports, see UD 028 809-812 and 820.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Black Students; *Conflict Resolution; *Cooperative Learning; *Curriculum Evaluation; Group Dynamics; High Schools; *High School Students; Hispanic Americans; Interpersonal Competence; Nontraditional Education; Potential Dropouts; Program Effectiveness; Qualitative Research; *Sensitivity Training; *Urban Schools; Urban Youth
IDENTIFIERS	African Americans; *New York City Board of Education

ABSTRACT

This study evaluated the training in conflict resolution (CR) and cooperative learning (CL) of about 180 students in an alternative high school (AHS) in New York City. The qualitative methodology included direct observations of students' daily routines, systematic observations of special events, and interviews with key faculty and staff members. The study evaluated links between CR and CL training and vocational education, and assessed students' career knowledge and aspirations. CR training focused on active listening, paraphrasing, strategizing, differentiating between underlying needs versus positions, distinguishing between negotiable and non-negotiable conflict situations, and destructive and constructive negotiation styles. CL training involved small groups using the following: (1) positive interdependence; (2) fact-to-face interactions; (3) personal responsibility and individual accountability; (4) social skills; and (5) group processing. The program had positive results in teacher empowerment, risk taking, school norms, interactions among staff and students, communications, administrative confidence, curriculum planning, staff cohesiveness, and classroom organization. Five appendixes provide a training term glossary, a summary of observations of AHS student interns, examples of 6 training sessions, observations of AHS student life, and classroom observations of CL. (Contains 14 references.) (JB)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED359273

A QUALITATIVE STUDY OF TRAINING IN CONFLICT RESOLUTION AND COOPERATIVE LEARNING IN AN ALTERNATIVE HIGH SCHOOL

Written by

VERNAY MITCHELL

for

The International Center for Cooperation
and Conflict Resolution

March, 1992

UD028 808

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Deutsch
International Center for Cooperation and Conflict Resolution
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Acknowledgements

This is the qualitative portion of the final report for the study, Research on the Effects of Training in Cooperative Learning and Conflict Resolution. All of the staff of the International Center for Cooperation and Conflict Resolution and all students, staff, faculty and administrators of "Alternative High School" (a pseudonym for a New York City public high school) contributed directly or indirectly to this portion of the study. They all merit sincere acknowledgment and appreciation for the existence of this report.

Special mention must be made of the following persons for their direct, continuous involvement in many aspects of the qualitative study: the principal investigator, Morton Deutsch for overall direction, guidance, and support; Curtis Dolezal, Nidhi Khattri, Robin Lynch, and Eben Weitzman for their observations and interpretations given through field notes and discussions; Quanwu Zhang and Lela Tepavac for their help in linking qualitative and quantitative portions of the study; the training director and trainers (for whom pseudonyms are used in this report) for providing the sustenance of the research; Susan Boardman and Ann Doucette-Gates for their contributions to the initial formulation of the qualitative portion of the study; Steve Turley for administrative support; and Sheryl Foster, Elizabeth Pajoohi, and Kris Tagawa for clerical assistance.

Table of Contents

Acknowledgements ii
Table of Contents iii
Summary v

Chapter I. INTRODUCTION 1
- Origin of the Project 1
- Training Models 5
- Research Models 5

QUALITATIVE METHODOLOGY 6
- Approach and Logic 6
- Organization of Researchers 7
- Research Activities 8
- Handling of Data 8

Chapter II. THE SETTING: ALTERNATIVE HIGH SCHOOL 10
- Mission and Purpose 10
- Student Population 12
- Faculty and Staff 18
- Policymaking 21
- Organization of Curriculum and Instruction 22
- Occupational Education 24
- Comparison of Sites 28
  - Campus A 28
  - Campus B 32
  - Campus C 35

Chapter III. IMPLEMENTATION OF TRAINING 41
- Training at Campus A 42
  - The Trainer 42
  - Academic Year 1988-89 44
  - Academic Year 1989-90 47
  - Academic Year 1990-91 50
- Training at Campus B 51
  - The Trainer 51
  - Academic Year 1988-89 53
  - Academic Year 1989-90 56
  - Academic Year 1990-91 60
- Training at Campus C 60
  - The Trainer 60
  - Academic Year 1988-89 62
  - Academic Year 1989-90 66
  - Academic Year 1990-91 69

Chapter IV. INTERACTION OF SETTING AND INTERVENTION 70
- Physical Antecedents of Communicative Processes 70
- Social Structural Issues in the Implementation of Training 72

Chapter V. RESULTS AND CONCLUSIONS 80
Factors Supporting Implementation of Training 82
Barriers to Implementation of Training 83
Implications for Education 87
Implications for "At Risk" Students 88
Implications for School Restructuring 90
Implications for Vocational Education 93

References Cited 96

Appendix A -- Glossary of Training Terms 97
Appendix B -- Observations of AHS Student Interns 99
Appendix C -- Examples of Training Sessions 110
Appendix D -- Observations of Student Life at AHS 121
Appendix E -- Classroom Observations of the Use of Cooperative Learning 127

Summary

This study conducted by the International Center for Cooperation and Conflict Resolution (ICCCR), Teachers College, Columbia University was designed to establish a program of training in the skills of conflict resolution and cooperative learning and to determine the effects of this training. The conflict resolution training directed attention toward skills of active listening, paraphrasing, strategizing, differentiating between underlying needs vs. positions, distinguishing among negotiable and non-negotiable conflict situations and destructive and constructive negotiation styles. The training in cooperative learning involved the formation of small groups which employed these five elements as underlying principles: positive interdependence, face-to-face interactions, personal responsibility and individual accountability, social skills, and group processing.

The setting for the training was "Alternative High School (AHS)" in New York City, a school which offers a small setting and much faculty support to students who have dropped out of other schools. Training was done on three of the four campuses of AHS (designated Campus A, Campus B, and Campus C).

Using the fundamentals of ethnographic research the qualitative research design included direct observations of training sessions, randomized observations of the daily routine of students in the school, systematic observations of special events, and interviews with key members of the faculty and staff. Part of the research was directed at studying the links between the training and vocational education. To study this area students were asked about their career knowledge and aspirations and observations were made in career classes and at the students' internship sites.

Detailed fieldnotes were taken at all observations. This became a qualitative database from which we produced descriptive portraits of the three school sites as well as portraits of the efforts to implement training in conflict resolution and/or cooperative learning.

During the first year of training a successful entry was made at Campuses A and C. Good rapport was developed as workshops were conducted after school and the trainers helped small groups and individual teachers and students. There was little carryover of the training to regular classroom teaching, but school personnel and trainers felt that the training had begun positively. At Campus B the first year was difficult and minimally successful as attempts were made by three trainers, at different times, to make entry and build rapport. Serious apprehensions remained among the faculty concerning the substance and methods of the project. The cessation of training at this campus led to a review and renegotiation of the project by the ICCCR. Meetings at the end of the year helped to regenerate the project. The year ended with hopes raised for a new beginning at Campus B in the second year.

The second year of training built on the rapport that was developed during year one. At all three sites training began early

and proceeded successfully. At Campus A the teaching and learning of conflict resolution skills spread through the site in classrooms and by the organization of a student mediation group. The second year at Campus B was successful because of the skill of the trainer in making a prudent entry to the site before conducting workshops and staff development. At Campus C use of the training peaked as half of the faculty was using cooperative learning.

A reduction of funding prohibited regular training in year three. At least eight days of staff development and planning were done at each site. No observations or survey research was conducted during year three.

One institutionalized vehicle that was established because of the training was a mediation group at Campus A. After the project this group has continued to function under the direction of a teacher who had been quite involved with the training. Some students and teachers at Campus B who heard of this group requested information on how to begin a mediation group at Campus A. This represented a positive adaptation of the training across sites.

The analysis of the qualitative data on Alternative High School and our training intervention revealed themes that were important for schools, education, and interventions that bring about change. One was the ways in which physical factors facilitate or hinder communicative processes. Physical factors as well as interpersonal ones led to the need for a mediation structure at Campus A and the training in conflict resolution provided the foundation for it. The close quarters of the school made it difficult for the students to avoid encounters with adversaries, thus students were obliged to seek channels such as the mediation group to settle their differences.

Another theme was how social structural issues influence the implementation of training. In implementing the training it became clear that the process of entry and gaining initial familiarity with the culture of the school were especially salient in this small informal environment. Although change was the long range goal, the trainer first had to adapt to preexisting factors at the setting in order to learn about the site and build trust. The realization that a social structure -- a network of relations -- already existed and that it would not change readily was something trainers had to incorporate into the entry process.

The factors that emerged as most important to the success of the training were the following: (1) Affecting an entry to the site that made the faculty and staff comfortable with the presence of the trainer; (2) Adapting the training to the needs and abilities of the target population -- allowing that population to help in the delineation of their needs and abilities; (3) Becoming engaged at the site, not only in training related activities, but in routines, special events, and teachable moments; (4) Remaining flexible in scheduling and planning the training to accommodate unexpected events and situations; (5) Arranging meetings where school staff, trainers, and researchers could debate and discuss the training models and, when necessary, recommit themselves to the goals of the project; and (6) Working with people in a whole spectrum of roles and responsibilities so that a broad-based group of supporters for the training was built.

Throughout the project, at all sites, there were aspects of the school and the intervention that led to difficulties in implementing and integrating the training model and/or the substance of the training into the school. The school personnel, the trainers, and the researchers learned from these barriers and attempted to overcome them. One impediment was the lack of a pre-project needs assessment. With this information, the training could have been customized so that it would not have taken so many changes of strategy before the faculties were comfortable with the scheduling or the methods of training.

A school-related constraint to the implementation of training at all of the sites was student absenteeism. This especially affected the cooperative learning sites where students were arranged in on-going cooperative groups. Absenteeism and tardiness disrupted the cooperative processes of the groups and the observations and survey research.

Despite the urban setting and the at risk student population, the training program at AHS in conflict resolution and cooperative learning achieved considerable success. The changes that took place in the main variables that we measured are reported in the quantitative portions of the final report. Other successful aspects of the project were revealed in interviews and observations. They indicated positive results in these main areas of school functioning: (1) Teacher Empowerment; (2) Risk Taking; (3) School Norms; (4) Interactions among Staff and Students; (5) Communications; (6) Administrative Confidence; (7) Curriculum Planning; (8) Staff Cohesiveness; and (9) Classroom Organization.

It was demonstrated that the communication skills students learned in conflict resolution training allowed them to state their positions clearly and assess the needs and positions of others, including adversaries. These skills, when used in workplace settings such as job interviews and job evaluations may be the link that joins employers and minority employees into less adversarial postures. The communication and perspective-taking skills of conflict resolution could be helpful in creating a more productive work environment within the modern workplace where a variety of ethnicities and genders are present.

Chapter I. INTRODUCTION

This three year project was conducted to establish a program of training in the skills of conflict resolution and cooperative learning and to determine the effects of this training. Of special concern were the educational benefits the training would provide to students, teachers, and other staff members at three sites of an alternative high school in New York City. The project was conducted by the International Center for Cooperation and Conflict Resolution, Teachers College, Columbia University. Although the project was originally conceived as a three year effort, funding limitations forced the curtailment of most of the research and training at the end of the second year. During year three, minimal research and training occurred. The project took place from Spring 1988 to Spring 1991.

The premises on which the project was based were the following:

- The nature of our complex society necessitates an increasing knowledge and use of skills for cooperating and resolving conflict;

- Schools do not provide ample opportunities for teachers and students to learn and use conflict resolution and cooperative skills;

- There is minimal longitudinal research on the effects of the programs that conduct training in these skills.

Origin of the Project

Our interest in using Alternative High School (a pseudonym) as a training site rose from our interest in its population and pedagogy. This four campus school in New York City admits students who have dropped out of high school or have chosen to continue their education in an alternative setting. Most of the students are "high risk" students since they are high school dropouts, poor, members of minority groups living inner city neighborhoods. We were interested to see how learning the skills of conflict resolution and cooperation would affect this population.

Also the philosophy and curriculum of the school fit well with the type of training to be offered. The school-based management/shared decision-making (SBM/SDM) model used at the school was well suited to the skills and underlying principles on which our training was based. Also the chosen campuses of Alternative High School were similar in size, allowing us to use a case study design for comparisons.

Our contact with the school originated from previous work the training director had done with Alternative High School (AHS) and in business and industry. As a trainer with considerable experience in teaching international negotiation skills to business executives and diplomats, she wanted to teach these skills to children. Two years before the ICCCR project she had taught ten conflict resolution lessons and made a video with students in the leadership group at one campus of AHS. As she conducted this initial training, she thought the school's innovative approach to teaching and learning would make it an interesting milieu in which to do more training. The Assistant Principal who had arranged her involvement with the school was eager to introduce it at the other campuses. He was interested in knowing if training in cooperation and conflict resolution would facilitate the processes of school-based management.

Very early in 1988, after several conversations between the Training Director and this Assistant Principal (who later become the Principal of AHS), the staff from our center met with administrative staff from AHS to get acquainted and to begin negotiations about a training project. Simultaneously the Assistant Principal introduced the possibility of the project to faculty members at all four campuses. He was instrumental in generating interest among the coordinators and teachers.

The Training Director's goal changed from providing instruction to the students to training the teachers so these skills and concepts could be institutionalized into the culture of each site. On reflection, she admits that this task was extremely complex:

> Though entry into the system was relatively easy, given my past relationship with the administrators, building a collaborative relationship with the teachers at two new sites required more time and knowledge of each site's particular culture than we had anticipated. Unlike my experience in industry, there was no designated internal change agent who had the responsibility to help us 'outsiders from the university' interact smoothly with the 'insiders.' We attempted to build this function by hiring one of the teachers to work with us on the curriculum during the summer prior to the first training session, but essentially when the school year started and everyone at the sites got caught up with their extremely busy schedules, we were left on our own to figure out what was going on and how to best accomplish our training task.

Our staff attended staff meetings at each campus and began discussions with the faculty. We sought, and eventually obtained, the commitment of a majority of teachers who looked forward to using conflict resolution and cooperative learning in their classrooms.

Negotiations with the staff and administration were necessary to determine how the training and research were to be conducted. For example, it had to be decided whether the training would be given to students directly or to teachers who would adapt what they learned for classroom use. Our Training Director encouraged them to follow the latter course, a model referred to as "train-the-trainer." This is advantageous in the long run because it creates a number of people, who are qualified to train others.

In order to solidify other details of the training, planning meetings were scheduled for summer 1988 at which a staff member from the school and the Training Director would plan the curriculum and tailor it for the setting. The project was to involve implementing training at Campuses A, B, and C of Alternative High School. Campus D, which was in the midst of administrative changes, was to be a control site which would not participate at the beginning.[1]

Before beginning the collection of baseline data in Spring 1988, the models of training were assigned as follows: Campus A was to receive training in conflict resolution only; Campus B received training in conflict resolution and cooperative learning; and Campus C received training in cooperative learning only.

---

[1] Inclusion of Campus D would have offered a chance to do a case study comparison. It would have represented a control site which did not have the training while the other three campuses did. However, near the end of the project when we attempted to include it (offering some training along with the collection of control site data) the staff at Campus D voted not to participate.

Training Models

The models we used for training are based on the works of Morton Deutsch (1973; 1985) and David and Roger Johnson (1984; 1986). The conflict resolution model directs attention toward skills of active listening, paraphrasing, strategizing, differentiating between underlying needs vs. positions, distinguishing among negotiable and non-negotiable conflict situations and destructive and constructive negotiation styles (see Appendix A). The cooperative learning model involves the formation of small groups which employ these five elements as underlying principles: positive interdependence, face-to-face interactions, personal responsibility and individual accountability, social skills, and group processing. The underlying philosophy is that individuals are not only responsible for their own learning but also for that of the others in the group.

Research Models

The quantitative research component of this project consisted of administering questionnaires to students, teachers and employers covering numerous topics, the most important being psychological well-being, self esteem, self concept, school violence, school climate, victimization characteristics, and preparedness for work. These constituted the main dependent variables for the study.

During the first year of the project some direct observations and interviews were conducted at the campuses from time to time. In an effort to systematize these techniques and organize them into a qualitative database, another component was added to the research design at the beginning of the second year (academic year 1989-90.) Using the fundamentals of ethnographic research as a basis, this additional part of the design called for direct observations of training sessions, randomized observations of the daily routine of students in the school, systematic observations of special events and internship settings, interviews with key members of the faculty and staff and observations and participation in the meetings of the school's management team.

QUALITATIVE METHODOLOGY

Approach and Logic

Employing the methods of ethnographic research, we developed a qualitative focus on the students, teachers, administrators, staff persons and trainers. Our observations captured the physical, procedural, temporal and behavioral aspects of people in these roles. Detailed field notes were maintained targeting such organizational and climatic factors of the school as how persons in various roles function and interact; how the training was conducted; the nature and extent of implementation of the training; and factors in the school which helped or hindered the implementation.

The nature of our training intervention and the study derived from it necessitated a multimethodological approach, one which was able to capture all dimensions of the project -- the school as an educational and social setting, the intervention within it, and the effects of the intervention. The qualitative data, provided a foundation of information which helped to put the quantitative parts of the study into context. Each of these two distinct approaches acted to corroborate the findings of the other, especially since the study relied heavily on self report data. The unification of findings from qualitative and quantitative approaches strengthen the conclusions and interpretations to be drawn from the research.

Organization of Researchers

Five members of the research team conducted the fieldwork in which qualitative data were collected. One research associate planned and supervised the effort making regular visits to each campus to interview and observe. Three research assistants were assigned to do qualitative field work, one at each campus. A fourth research assistant, assigned to Campus A, worked as a site researcher and an assistant trainer.

All of the field workers were doctoral students in social science. They generated field notes during each visit to a site. As the qualitative study was systematized in September of 1989, the research assistants were trained in qualitative methods of field research.

Research Activities

The specific techniques used by the qualitative researchers were the following: (1) general observations of the school conducted in offices, hallways and leisure areas; (2) focused observations conducted at meetings and special events; (3) participation and observations at the conflict resolution and cooperative learning training sessions conducted for teachers and students; (4) participation in and observations of student life by following the class schedules of randomly selected students on systematically selected days throughout the school year (the choice of days approached a random sample, however some variation was necessary in order to fit the observations around the academic schedules of the researchers and the testing schedule of the school); (5) semistructured interviews with students, faculty, staff members, and trainers; and (6) analysis of materials and information which have been written about the school. We logged well over 100 occasions, from September, 1989 through June, 1991, on which researchers collected qualitative data systematically at Alternative High School.

Handling of Data

The resulting database required a comprehensive system of management. In Spring, 1990 we purchased the software program IZE (Kleinberger, 1988). Using this data management system we organized the qualitative data into a textbase from which related findings could be extracted and analyzed. As we transcribed and coded our fieldnotes they were entered into the IZE program forming a data base of 104 files with approximately 5500 paragraphs of coded information.

From this database we produced descriptive portraits of the three school sites as well as portraits of our efforts to implement training in conflict resolution and/or cooperative learning. The organization of these data allowed us to cross-check and verify the particulars about which we report.

Chapter II. THE SETTING: ALTERNATIVE HIGH SCHOOL

Mission and Purpose

Alternative High School, established in 1971 as part of the network of alternative High Schools in New York City, has approximately 180 and 14 teachers, including a site coordinator, at each of its four campuses. People under the age of 19 years living anywhere in New York City may apply to any campus of the school. Graduates receive a regular New York State high school diploma.

The school was created to serve older students who needed a school environment that both respected their maturity, and supported them in moving into adulthood and the world of work. Under the auspices of private funding from 1971 to 1975, AHS helped students to take control of their lives in an environment where they shared in making decisions about the content and organization of their education.

In the 1975-76 academic year AHS became a publicly funded school under the New York City Board of Education. Its population changed somewhat. Candidates for admission increasingly became those young people who needed more structure and support than the traditional high schools offered. They had more serious behavior problems and academic problems and they were less mature than were previous AHS students. Thus in recent years the school has had to add more remedial and counseling services while attempting to maintain its admirable mission.

The main tenets of the school's philosophy are school-based management, shared decision-making, teacher empowerment, and student empowerment. The fact that most of the students have dropped out of another school requires the mission of this school to become a broader one to include increasing self esteem, lessening the "at risk" status of its target population, and developing intellectual potential. The shared operating assumption of the faculty is that students will learn best when they are in a calm, informal environment where they are respected and actively engaged in their education. The staff works with them using a holistic framework encouraging them to question, and assess their knowledge and experiences.

The philosophy is observable in several dimensions -- the way students and teachers participate together in governing the school, the use of first names between students and teachers, and the role of teachers as participants in policy making. The empowerment model can be seen in the curriculum and instructional practices of the school. The goals in these areas include developing skills, perceptions, literacy, cultural literacy, a sense of history. There are courses with names that demonstrate their social relevance for this population of students. Examples are Harlem Renaissance, Twentieth Century in Crisis, and Immigration. Included in classroom discussions are such controversial issues as racism and oppression as well as more common concepts in social education such as civics, and democratic ideology. This curriculum is an attempt to relate the students' schooling experiences to the historical and social issues relevant to their lives. It is empowering because it makes them more resourceful in dealing with people and situations.

The more affective side of the mission at Alternative High School includes the notion of instilling in this population of students, who for whatever reasons have not made it in more traditional high schools, a sense of self worth which must work in conjunction with empowerment. The staff tries to make AHS a place that will help these young people change some of the wretched social realities that plague urban areas and the lives of the poor. The transformation of these realities in such a complex social environment as the one in which these students live requires special skills and sensitivities. This, we believe, is part of the reason AHS was receptive to training in cooperative learning and conflict resolution.

Student Population

There are several channels for admission to Alternative High School. Students who have already dropped out, or are at risk of dropping out of another school apply, on a voluntary basis, for admission to AHS. Others are referred by counselors in their high schools or by the court system. Many of these young people are not mature enough to handle the social activity, fast pace, and bureaucratic structure of the traditional school. The belief is that, in a smaller environment which offers more individualized attention, these students will be more capable of focusing on the goal of earning a diploma. Thus many of these students come to Alternative High School as a place to "settle down" and focus, or to get serious about school.

Increasingly AHS students come from unstable, disoriented homes, where there is little expectation concerning school. The number of counselors and special educators at each site has increased to serve the students better. However, many of the students come from stable homes with working parents who do have high educational goals and expectations for their children. Yet the intense pressure of the large comprehensive high school, and the numerous cracks through which students can slip may not allow the immature, undisciplined student enough support regardless of the home situation. In some cases, students, out of a commitment to academic success, may realize that they are too susceptible to peer pressure and want to "get away from their friends" into an environment where it will be easier to focus.

Applicants are enrolled at Alternative High School only after successful completion of an application, a screening interview, and a favorable vote by people at the specific campus to which they have applied . This intake process involves students, faculty, staff, and administrators as part of model of shared decision-making. During the interview they are asked to give specific details of why they left, or want to leave, their previous school, what they have done since leaving (if applicable), and why they want to attend AHS. They must convince the screening panel that the are committed to getting a diploma while complying with the rules of the school.

Having attended other high schools in the past, new students enter AHS with a variety of credit profiles. As a general rule, the school accepts students with 20 or more credits. Exceptions are made for some students who have fewer than 20 credits but have strong recommendations from their previous school. Others are accepted with fewer credits if they make a strong appeal that convinces the screening panel of their sincerity in wanting to finish high school.

The skill levels of applicants span a broad range of scholarship and their attendance records are usually poor. Consequently, the number of high school credits a student has earned, combined with their age, is a factor in the admissions decision. For instance, a student who applies to AHS at age 18, with three-fourths of her credits earned, is a more likely candidate than is an 18 year old with three-fourths of her credits yet to complete. The decision to select students is also influenced by the schools desire not to become a hang-out for over-aged students with no commitment to completion. An assessment must be made as to whether it is in the student's interest to make a two or three year commitment if that is what is necessary.

After enrolling, every student is assigned to an advisor and a student group. The advisor leads the group in discussions of academic progress, personal concerns, and school issues. Members of the group remain together for the duration of their enrollment and serve as added support for each other.

The demographic portrait of the student population at AHS at the beginning of the project was the following:[2]

- predominantly minority group members -- African American (56.9%), Hispanic (40.5%), white (2.2%), Asian (0.4%), and Native American (0.1%);
- 5.1% of the students had limited English proficiency
- about equally divided between females and males (50.5% and 49.5% respectively);
- about one third of the females were teen parents
- average age was 17 years
- a slight majority from disadvantaged households (51.6% were eligible for free or reduced price lunch)
- increasing number from families with high risk factors such as drug abuse and homelessness
- average number of prior high school credits was 20
- had an achievement rate well below that of other New York City High Schools (at Alternative High School 44.4% of the students were eligible for Chapter 1 services indicating that they were well below the appropriate achievement level for their age, whereas the range for the average number of Chapter 1 eligible students at regular high schools was 25.4%-30.4%)
- continued to achieve below minimum standards at Alternative High School (student academic performance at the school, as measured by the statewide Regents Competency Tests [RCTs], consistently fell below the minimum standards set by the

---

[2] This statistical data is partially taken from Aggregate School Profile and Performance in Relation to Minimum Standards. (Fall, 1990) Published by the New York City Public Schools. Figures from academic year 1988-89 are used, this was the year the training began.

Office of the Chancellor of the New York City Public Schools in reading, writing and math)[3]

- those who had dropped out had been out of school from six months to seven years

- 40% of those who enrolled would graduate (the average period of enrollment for graduates was 1.5 years); 30% of those who enrolled would dropout; 15% of enrolles would transfer to other schools or programs[4]

Despite their high risk status and their previous school careers, some of these students have the potential to succeed in higher education. However, attending Alternative High School is sometimes a liability to them in the college application process. One student told how she had to "lobby" for acceptance, convincing colleges that the courses she took are equal to courses in other schools which have facilities such as science laboratories. She said:

> I am having trouble doing that since I want to go to a private college. It's a little bit easier if you apply to one of the city colleges or in the state university system. The colleges demand a biology requirement. I'm trying to tell them that a course in ecology at [Alternative High School] is the same as biology.

The affective climate created by the students at AHS was described by our observers at various times as "street-wise," "disorderly," and "tough, but not pushy." The many handshakes, hugs and verbal greetings seen in the halls and the cafeterias show how much the students enjoy socializing with each other.

---

[3] There was a considerable increase in the number of students who met minimal standards in reading during their senior year. The 12th graders did approach the minimum (90%) level of passing by showing a 87.7% passing rate. In math and writing they continued to fall short of the minimum.

[4] The remaining 15% are unaccounted for by our sources.

Newly enrolled students at all three sites perceive the school as being different than the previous high school they attended. The differences are positive -- they feel that teachers and students are more tolerant and friendly. Two students described it this way:

> There is less fighting here... at my last school, students would think you were afraid if you didn't fight, but here it's not like that....
>
> ... it's a more controllable environment here since it is smaller....

Other student comments about the climate were more worrisome. For example, one female student maintained that some students take advantage of the strict policy against fighting by verbally provoking others. They know students are hesitant to retaliate physically for fear of being expelled. These instigators deliver quiet verbal messages anticipating loud or physical outbursts from the targets of their provocation.

Many students feel that fighting is necessary when situations with adversaries become difficult to handle, but there is evidence that suggests students equate non-violent solutions with maturity. In an interview during the first year of the project, a student illustrated this association this way: "When I was younger I fought a lot, but now I'm more mature and if I can talk a problem out, I feel more like an adult."

Faculty and Staff

The Principal of Alternative High School works out of a central office. Each campus has a coordinator who oversees daily management of one site. Two of the coordinators (at Campuses B and C) teach academic classes at their sites.

The number of faculty members at each site varied between 14 and 18 during the years of the project. Other staff members include administrative assistants (one each at campuses 2 and 3 and a student intern who does clerical work at campus 1); paraprofessionals (two at each site); and various types of counselors, who generally are not full time personnel.

The faculty of AHS is predominantly white (72.2%). Minority group faculty consist of African Americans (20.4%) and Hispanic Americans (7.4%). Of the campuses we studied, Campus C had the highest number of minority teachers, out of 13 teachers four were African American and one was Hispanic. Campus A had three minority group teacher, an African American, and two Hispanic teachers. Campus B had no minorities as teachers, but did have them in other positions. Out of three African American staff members at Campus B one was an administrative assistant and the others were paraprofessionals. Campus C had two African American paraprofessionals.

It was clear that the faculty was concerned about the minority students having chances to interact with adult professionals of minority ethnic groups. Eight African American professionals were invited to speak to the students for Career day. The faculty devised activities and lessons to assure that the cultural values of African Americans and Hispanic Americans were affirmed in school experiences. Teachers at Campuses B and C openly expressed concern that the underlying philosophy of our training may not be compatible with what the students were experiencing in their lives outside of school, i.e. working together in cooperative groups may be a middle class value not applicable to their situations and violence may be necessary and effective under some circumstances. Our trainers (two white females and one African American female) were consistently aware of these concerns and assured the faculty that the training would help students distinguish between conflict situations that can be resolved with the methods taught in our interventions and those that cannot.

The faculty at Campus A was pleased that an African American trainer was assigned there for the conflict resolution training. This trainer was able to work with the students as an insider who shared their cultural experiences. She worked with teachers to increase their cross-cultural perspectives on conflict and its resolution.

Another way the faculty showed sensitivity to the needs of minority students was to assist the African American staff in roles of leadership and counselling. At Campus B the African American administrative assistant was called upon in many instances to counsel students and be an advocate for them. At Campus C the African American paraprofessional was called upon to counsel students when other faculty thought it could be done best by an

African American male. The paraprofessional even extended his involvement with the students to activities outside the school. Our observer recorded it this way.

> A few weekends ago [the paraprofessional] and 4 students from this campus took a field trip to Albany. They attended a special session at the Martin Luther King Institute for Nonviolence. The students came back enthusiastic because the conference addressed the issues of conflict and conflict resolution for them.

Teachers at other sites demonstrated the same type of caring and selflessness in reference to the students. One researcher observed:

> This is the third time this morning I saw teachers volunteer to use their money to support the students. [A teacher] used her money to pay for some of the decorations [another teacher volunteered to take students to breakfast and now [another teacher] is volunteering to take them to dinner.

Caring about students' academic and social progress is evident in the discussions and conversations between staff members. On various occasions our researchers recorded these observations.

> One teacher was there [sitting around the table], she is the resource room teacher. I had met her before . . . On three occasions while I was in the office she asked other teachers about the progress or status of a student. As the teachers responded she said "ok" as if she were taking note of the responses. This may be an indication of good integration between regular subjects and special subjects or at least good efforts by teachers to share information on students. [Campus C; 10/25/89]

> ...teachers seemed to be personally and individually involved in the students' lives... The teachers were often heard discussing students who were absent, and showed genuine concern for their students...several teachers shared with me their worry and concern when a girl student left school and was felt to be suicidal. [Campus A; 05/22/89]

> [three teachers who were team teaching] talked about how well that class went today and how good they felt about the progress the students were making. [Campus B; 03/26/90]

Most teachers also function in the role of academic and personal advisor to a small group of students (called family groups at Campuses B and C and strategy groups at Campus A) These groups of one staff member and 10-16 students meet at least two hours per week, more at some campuses. Other specialized counselors from programs such as SPARK are available for the students.[5] As the project proceeded more counselors, special educators, and social service personnel were added at Campuses A and B to help with the more troubled population of students that was enrolling.

Interviews with staff indicated that they believed the incidence of conflict in the lives of the newer students was higher than in the lives of previous students. However, administrators stated that the number of incidents of conflict and/or violence within the school remained the same throughout the project.

Policymaking

School-wide policies are set by a management team composed of the coordinators from each site, the principal, and assistant principal. Decision-making by this group is by consensus. The administrators of AHS pride themselves on being pioneers in this model of school based management which many other schools are just beginning to consider.

---

[5] SPARK is a drug and alcohol abuse program in many New York City Schools. The goals are to prevent substance abuse among students and intervene in the lives of student substance abusers with support and counseling.

Site policies and local decisions at each campus are made by the coordinator and faculty. Students at each site have input into many decisions including acceptance of new students and judgments about student discipline through a student government structure, CORE. They also help to evaluate courses such as the orientation class. Individual hiring of faculty is a responsibility handled at the campus level.

One of the strictest school-wide rules is the one concerning fighting. The policy is that any student who provokes a physical fight is expelled and not allowed to be readmitted to any campus of AHS. The person who responds physically to a provocation is expelled or gets transferred to another campus depending on what extenuating circumstances exist, and if the student acted to avoid the fight. For this type of serious offense an appeal is allowed if there is new evidence to present. Decisions in these cases are made by the student government body, CORE, and a group of teachers.

Organization of Curriculum and Instruction

Since Alternative High School awards the high school diploma of the New York State Board of Regents it is bound to the regulations of this board. Students must accumulate 40 credits in specified areas of study (two credits equal one unit of study; a unit of study is earned by attending class for one-half of the school year).[6]

The required subjects are English (8 credits); Social Studies (8 credits); Science (4 credits); Mathematics (4 credits); Humanities (4 credits) ; Health and Physical Education (1 credit). The remaining 11 credits must be spread between electives and a concentration in a subject the student designates as a"major". Receipt of a diploma requires testing at a minimum level of competence on state wide tests in mathematics, science, global history, and American history and in the major subject.

At Alternative High School the year is divided into four ten-week cycles. During each cycle students earn about 4 credits toward graduation allowing them to earn about 16 credits per year (other New york City High Schools are not divided into cycles, they have two terms per year allowing students to earn about 12 credits per year).

The small enrollment (about 180 students at each campus) allows for a well-integrated organization of courses. There are no academic departments, each faculty member teaches one or two subjects. When many students need credit in one subject area the running time for a course may be changed from a single period to a double period or the course may become one that runs for two-cycles and carries extra credit. This allows one instructor to work with the same group of students in the same subject for twice the amount of time as regular courses. The instructor has chances to try a variety of instructional strategies which will aid students who may have never before achieved well in the subject area.

---

[6] This specification of requirements is partially taken from The 1990-91 Directory of the Public High Schools issued by the New York City Board of Education, Division of High Schools.

Occupational Education

One aspect of the instructional organization that was of special interest in our research was the area known as Occupational Education or Careers. Our research interest in this area originates from the linkages we see between learning the skills of cooperative work and of conflict resolution and success in the work place. Literature in this area points to the importance of being able to work with others -- understanding them and learning from them (Simon, Dippo and Schenke, 1991). These needs in occupational education are especially congruent with the underlying principles of conflict resolution and cooperative learning. The skills we taught in the conflict resolution training (especially active listening, differentiating between positions and need, and distinguishing among different types of conflict situations) are ones that directly address the interpersonal environment students face in their internships and later in their more permanent employment. The cooperative learning model we used encourages the responsibility for individual and group learning that is needed for one to function and progress in work environments. Therefore students' preparation for work and their experience of working became important foci in our project at AHS.

Career guidance and work experience have been integral parts of the curriculum at Alternative High School since its inception. Originally the official name of the school included its designation as a career school. Presently many students who graduate go to higher educational and training programs before beginning a career, but all of the campuses include Career Education as one of the area in which students can major.

The school has a variance from the state regulations for career education majors. Since the school is too small to provide the whole sequence of required courses, the students who major in this area only take two occupational education courses, Working Citizen and Personal Resource Management. They receive four credits in the area of Occupational Education from completing two cycles of part time internship. Students majoring in other areas may select the Occupational Education courses and the internship as electives.

Personal Resource Management consists of the following two components: (1) ways to handle personal resources and (2) decision making, goal setting, budgeting, and time management. When time permits, the students also learn to balance a checkbook and to understand the insurance industry. The Working Citizen course has social and economic components which deal with the work place in general and the individual's role as a working person in society.

Two of the work settings used for internships were common to all three campuses. They were the Intergenerational Program and the Executive Internship. The Intergenerational Program was conceived by the New York City Department for the Aging as a way to break down the myths adolescents have about senior citizens and those the seniors have about adolescents. The student interns work with senior citizens approximately 15 hour per week helping them shop, do household chores, and participate in leisure time activities. The pay is approximately four dollars per hour.

The Executive Internship is a program of part time jobs in many different types of working settings. A liaison works with the internship coordinator in the school so that, whenever possible, student interns are placed in settings that reflect their occupational interests. Most of the placements are in business offices. These settings are more formal than in the Intergenerational Program and some pay more than the minimum wage. For these and other reasons they are preferred by the students. One researcher recorded this illustrative example while observing student interns.

> [The student] said she will be an intern again next year, but she wants a different site, not a site where she works with senior citizens. . . The two interns compared their internship with others at [Campus C]. They said the hard thing about theirs was that they went to the community center and then they had to travel again to get to the senior citizen's house. They didn't like that especially when it was cold or rainy. Whereas other students who worked in offices got to stay in a warm office and do their work. . . Another aspect they liked about office work was that it gets out at the same time every day, that helps to facilitate their planning for after school activities. Both of them said working in offices is better for an internship.

Campuses B and C also use the School of Cooperative and Technical Education as a placement for interns. This is a public career-orientated high school rather than a work site. A variety of technical skills are taught and students are encouraged to take tests in their skill area and apply for membership in appropriate labor unions. Although it is not a pace where students get experience in the work of work, the site is a particularly appropriate one for Alternative High School students. The school was developed to address the fact that certain categories of people are often excluded from skilled technical jobs. The school concentrates on training people in these categories. They are minority ethnic groups, women, people not proficient in English, the disabled, and those with mediocre academic and attendance records.

Campus A uses the Educational Video Center as an internship site. Here the interns receive credit, but no pay, as they learn video production. Each student produces a videotape on a topic of his/her choosing.

The time-in-the-field and high school credit allocations for these internships were changing as the project took place. Generally, students majoring in Occupational Education completed two cycles of part time internship for two credits per cycle. An option was to take a full time internship and earn the four credits in one cycle. Internship credits were generally given in occupational studies, but a new ruling allowed these credits to be given in the social studies area.

Part of our research efforts were directed at making links between our training and student performance in internships and their career knowledge and aspirations. The qualitative research techniques directed at vocational factors included interviewing internship coordinators at the school and work supervisors at the work sites, observing in occupational education classes and observing student interns at their work sites. Summaries of observations at the internship sites are presented in Appendix B. Findings related to occupational education are reported below in the descriptions of the individual campuses and in the section, Implications for Vocational Education.

Comparison of Sites

The three campuses of Alternative High School that participated in the project have common elements in their mission, student population, and instructional goals. They also share the experience of being located in inadequate buildings which lack necessities and amenities like laboratories and athletic facilities readily found in many suburban schools and urban schools that were built for contemporary educational programs. But each campus also has some unique features that are critical to an understanding of how the project was received. The description below presents the campuses in terms of several physical and organizational features.

Campus A

Campus A is located on one floor of a Manhattan office building that has a view of the City Hall of New York City. The central office of AHS is in another section of the floor.

The main area, outside the coordinator's office is where many students and teachers congregate before and between classes. Flyers of interest to teachers clutter the bulletin boards. Reading materials for teachers and students are available on tables. Literature that focuses on minority populations, such as Jet magazine, and news periodicals, such as Time magazine, are available.

The displays on bulletin boards in the halls are interesting aspects of the climate at Campus A. One has a list of honor roll students and another, called a "merit board," lists students who have shown considerable improvement. A third board entitled, "Policies," has photographs on it showing different school rules that are to be observed. One example showed a photograph of a student or staff member with a cigarette in his mouth. Under the photograph was the caption, "no smoking". A large open room is used as a lounge and cafeteria. The walls of this room have drawings on them painted by students in graffiti-style art.

Other bulletin boards at this site held posters from institutions and programs the students can attend after high school. Some were occupational training sites like a school for chefs. Others were colleges such as Barnard College, NYU, and SUNY, Binghamton.

The library is small and uses an honor system for taking and returning books. This is one example of what the students refer to as the free atmosphere at this site. They said, "students are free to do what they want as long as they learn. . .there are not a lot of people telling them what to do here."

At this site, where the student advisement groups are called strategy groups or "strats," the process of accepting students into the school is delegated to one strat group on a revolving basis. The students in the designated strat interview prospective students to find out how much the person wants to attend the school and why. These students report that they try to judge the maturity of the person since, in their opinion, immature students are the ones who always dropout of Alternative High School. They want only people who are serious about graduating. These students make it clear that getting a regular high school diploma is more desirable than getting a GED. Students who are accepted and enroll attend an orientation class each day during their first cycle at the school. The orientation class is cotaught by two teachers.

In addition to the core curriculum, extra curricular activities challenge and inspire the students at Campus A. One is a "store." Students do the planning and buying for this enterprise that sells snacks and t-shirts decorated with the school name. The proceeds are for class trips such as the annual trip to Washington, DC in the Spring.

The teacher of the occupational education courses at Campus A matches students to internships and acts as a liaison between the work site and the school. This teacher also counsels students in job-seeking skills such as filling out applications, writing resumes, and presenting ones self in an interview.

Most of the internship students at this site take the Executive Internship. A few go to the Educational Video Center and 10 - 12 usually are in the Intergenerational Program. There is also one internship position at Campus A to work in the office as a full time secretary to the coordinator.

A number of school factors at Campus A contributed to the need for conflict resolution and mediation. As the project progressed, administrators and teachers noticed a different type of student enrolling. Increasingly the students were more needy in terms of social services. More of the students were bothered and angered by problems unrelated to school. The coordinator had this to say about the situation:

> The anger these kids have is not especially related to school, but the school environment exacerbates it because of the close proximity. . .their natural instinct to just get away from the situation is inhibited. . . It has forced us to say which of the students' problems can't we do anything about? Is it a school-related problem or is it an out-of-school problem? The first training session in 1988 helped to bring this about. That is why we were so desirous of the conflict resolution training. . . There are many more social problems and health problems. . . The families of these kids are being ravaged by drugs. A lot of their parents are very young and don't know what to do with the kids. . . There is a whole generational shift that has to do with the use of drugs and health problems such as AIDS. . . To remedy some of this we have more counseling and therapy.

During the second year of the training project CORE, the student government group, had difficulty getting continuing students to be members of this group. The requirements for membership were that the students must be in good academic standing and act as role models to others. There were not enough volunteers so new students were appointed to CORE for the first time. That created a conflict with some of the continuing students. Although they did not volunteer, they thought it was unfair to have new students having such power in governing the school. This situation constituted a conflict within the major conflict resolving group in the school. This made the setting ripe for a training intervention specializing in mediation and conflict resolution.

Campus B

Campus B is located on the second floor of a school building in a run down area of Manhattan which has a high incidence of crime. It shares the building with other Board of Education offices and a day care facility. The classrooms are large with movable furniture that facilitates rearrangements more conducive to cooperative group work.

The main office is hectic with students and staff actively engaged. It is the main hub of the school where the administrative assistant makes a major contribution to the organization and climate of the site. The lounge areas contain many reading materials especially ones that concern careers and college entrance information. Bulletin boards in the halls display student art work and some job openings for after-school employment. One bulletin board displays the attendance record for each family group.

A cafeteria and a large recreation room are on the first floor. The large room is used both as an auditorium and a gymnasium. Students must carry chairs to it from their second floor classrooms. Some of the special events given by the students at Campus B are attended by the staff and children from the day care center in the same building.

The instructional staff at this site are a very cohesive group even though, during the training project, there was quite a bit of staff turnover. The staff was vibrant and very active with many studying for doctoral degrees. They believe strongly in the philosophy of Alternative High School and are protective of their students. They want to make certain that all programs introduced in the school are appropriate and the best they can be. The coordinator described the faculty this way:

> Many on the staff are working on their Ph.D.s. . .my staff always wants to debate. they are very aware and they are not passive. . . alternative schools attract a particular kind of teacher. The run of the mill teacher won't apply. The kind of teacher here has to be demanding and involved.

Even the extra curricular activities at this site reflect the philosophy of empowerment and humanism. For example, one group of students sponsored a project that focussed on building a caring community. The activities included a Toys for Tots campaign and a fundraising drive for the organization, Students Against Drunk Driving (SADD).

The Inquiry Project has existed for several years at Campus B. It involves a group of teachers exploring the nature of inquiry. They try to improve their questioning techniques and devise ways to inspire students to ask more meaningful questions. These teachers sometimes present the group with difficulties they are having with the inquiry process and the group gives advice.

The career coordinator at Campus B is a paraprofessional who supervises the students' internships and informs them about after-school job openings. Student interns at Campus B are in internships with the Intergenerational Program, a similar agency called the Village Visiting Service, the School of Cooperative and Technical Education and the Executive Internship.

Some student interns have poor attendance in places where the job is boring to them or they do not get along with the supervisor. The impression of the career coordinator is that most of the internship agencies care for the students and want the best for them, but many times she must intercede to mediate a conflict situation between the student and someone at the work site. Training in cooperation and conflict resolution is particularly salient here since these students lack the skills necessary to resolve common conflicts in the work place.

At Campus B the concepts of empowerment and consensus are strong. Faculty members stress cooperation and harmony among individuals and groups at the same time they urge students (and each other) to express opinions firmly and to question information vigorously. The combination of these approaches in the teaching/learning environment of Campus B led their faculty to desire a training approach that combined conflict resolution with cooperative learning.

Campus C

The location of Campus C is on the second and third floors of a school building in Queens -- a part of New York City well outside the inner core. It is a busy commercial district where traffic noise is very readily heard in the school office and in all the rooms on one side of the building. The rooms allotted to Campus C are barely adequate in number. During the project the school acquired additional space in the building to alleviate overcrowding.

The cafeteria is a large room with a television and video cassette recorder stored there. Several walls are covered with art work which was done by a student who graduated from this site and now is a professional artist. There is also a large auditorium where Campus C holds special events.

As at the other sites, students here feel that this is quite different than schools they attended previously. One female student at Campus C said:

> . . .the teachers really relate to you here unlike at regular high schools. The students are able to do more on their own. They are able to propose things and get them done rather than the staff just telling everybody what to do. . . [events] like the talent show are done by the students. Students are able to voice their opinions just like you are able to voice your opinion in the ballot box.

The student government body at this site, CORE, is made up of one representative from each of the 12 family groups. In addition to making recommendations to the faculty, CORE members interview candidates for admission. The perspective students visit the school for an entire day to see the facility and for CORE members to evaluate them. Each prospective student is ranked on a scale from 1 to 10. Later, students who are not accepted may find out the reason. Some who missed acceptance by a few points are encouraged to apply to another site of Alternative High School.

Of the three campuses we studied this one has the population with the least amount of social and academic problems. Because of the location outside of the core of the city, these students are less needy, from more stable homes, and less exposed to the high concentration of social ills than students at the other sites. This does not mean that some of them do not have daily experiences with risk factors like crime, drug abuse, teen parenthood, and poverty.

The climate at this campus can be described as "comfortably controlled." There is a sense of give and take among teachers and between teachers and students, yet there is more of a traditional administrative presence in the way the coordinator oversees the school. He encourages individuals to come to him for critical decisions and solutions. We observed less consensual behavior especially where student discipline is concerned. The empowerment philosophy was less evident here than at the other two campuses. One observer said, "I never really got the sense of any consistent set of beliefs about learning, school environment, or school structure which is shared by any great number of people."

Students at Campus C may major in math, science, or occupational education. Teachers and counselors are increasingly urging students to major in math or science and continue on to higher education. A College Discovery Program at this site is coordinated by a teacher who is very popular with the students. The program helps students with career decisions, college applications and related matters.

Occasionally there is enough interest to have extracurricular activities such as softball, bowling, or drama. During the second year of the training project at this site there was an artist-in-residence in the school who taught lessons in several areas of the humanities.

The paraprofessional who coordinates the internship program at Campus C interviews prospective interns and matches them with work sites. He also coteaches the Occupational Education courses. Occupational Education majors must complete two cycles of part time internship or one cycle of full time internship. If they select clerical skills as a specialization, they are usually assigned to several different clerical settings in their internships to help them learn a variety of tasks in several environments. This also helps them to become embedded in an occupational network that may lead to future employment. Math and science majors may take occupational education courses or do an internship for elective credit.

The placements for internships at Campus C are the Intergenerational Program, and the School of Cooperative and Technical Education. The staff has independent contacts with several merchants and organizations that have worked with the school before. From time to time when they have job openings they call for an intern. Also, if a student already has a job, this may be considered as the student's internship if this can be negotiated with the job site and if the job provides the type of hands-on experience and skills that may help the student in future employment.

There have been occasions at this campus when some students who were on full time internships felt isolated from the school. The students felt that they were suppose to be going to school, but found themselves going to the work place. The internship coordinator felt that immaturity and lack of experience were operant factors in these cases. Now part time internships are recommended for most students so they can continue to feel they are part of the school.

Students from Campus C have worked well in most of their placements. One where problems arose was a site where students worked with homebound older people. Laundering clothing for the homebound people was opposed by the students. They referred to this as domestic work which they would not do. The demographics of the situation exacerbated the controversy since most of the people being served were white and all of the interns were minority group students. Some students likened this to conditions in the era of slavery. Others questioned whether doing such an unsanitary task could actually be asked of them.

A temporary agreement was reached after much discussion and negotiation between the internship coordinator at the school and the work place supervisor. The amount of laundry the students had to do would be limited and the work place would issue rubber gloves for the students to use for this task.

This example of difficulties and dilemmas encountered in the work place illustrates the usefulness of the skills taught in the cooperative learning training that was accomplished at this site. As mentioned above, young people need to develop the skills to employ in such situations. This includes negotiation skills as well as cooperative skills and both were part of the cooperative learning training.

The implementation of training at Campus C presented the staff with a myriad of suggestions and activities that would help them teach students to work and learn with other people. The elements of face-to-face interaction, perspective taking and group processing found in the Johnson model of cooperative learning were especially useful for problems in the work place.

From this description of the school in general and the three sites in particular it can be understood that Alternative High School is an institution with one central mission that is implemented in different ways at different sites. There are contrasts in the way decisions are made and carried out and in the ways staff members react to their empowerment. The faculties at Campuses A and B were found to be more openly assertive. There was less of a hierarchy in the relationships among the coordinators, the teachers, and the support staff than at Campus C.

There were also notable contrasts concerning the students and the school outcomes. Campuses A and B enroll a more high risk, inner city population many of whom lack a social support system and adequate academic preparation. Campus C has a population with fewer social and academic ills. Yet the highest percent of graduates is at Campus B (52% as compared to 30% and 40% for Campuses A and C respectively).[7] Campus B also has the lowest dropout rate (25% as compared to 33% and 30% for Campuses A and C respectively).

---

[7] Percentages are for the period September 1986 through March 1988.

Chapter III. IMPLEMENTATION OF TRAINING

Staff from the ICCCR and a teacher from AHS (who later became an Assistant Principal of AHS) met during the summer of 1988 to plan the initial training workshops. This was an informative period of time for the ICCCR staff as they learned more about the philosophy and organization of the school. The training was first conducted with the AHS staff from all three sites during a five day workshop held between August 28 - September 2, 1988. Teachers were paid for attending.

The faculties of Campuses A and B received three days of training in conflict resolution. The faculties of Campuses B and C attended a two day workshop on cooperative learning. Every effort was made to schedule the training at a mutually convenient time, but some staff members (6 teachers and 2 paraprofessionals) had prior plans to take vacations at the time that was chosen for training. A total of 35 staff members participated including the principal; the assistant principal; all 3 coordinators; 27 teachers; and 3 paraprofessionals.

Regular training at each site began in September of the 1988-89 academic year. The plan was to have a trainer at each site for two days per week -- one day would be for conducting a workshop and the other for doing staff development with individual teachers. The trainer for conflict resolution was hired. She and the Training Director began conducting training at Campuses A and B in September. The commencement of the cooperative learning training was postponed due to union difficulties. The New York City

Teachers Union insisted that a union trainer be used for the training in cooperative learning. Three months passed while attempts were made to make these arrangements. In the end the trainer that was certified by the union was unavailable to travel to the site where cooperative learning training was to be conducted, Campus C.

While a trainer was being sought by the ICCCR two staff members did a session of "warm-up" exercises at Campus C in October, 1988. The session was attended by 12 teachers who listened with interest to information about the theoretical background for the Johnsons' approach to cooperative learning. Their questions indicated that they were looking to apply what they were hearing to their classroom situations. When a trainer was found, she visited the site once in December and began training in January 1989.

Details of the contents and implementation strategies of the training at each site are presented below as are the backgrounds and qualifications of the trainers.

Training at Campus A

The Trainer

Karen (a pseudonym), the trainer assigned to Campus A, has a degree in criminal justice and has worked in New York City for several human service agencies including Legal Aid, Victim Services, and the central booking office of the Criminal Justice

System. She has participated in the resolution of conflict in many settings.

When she was a counselor for victims of crime, Karen began to focus her career on mediation. Often she had to sit between the perpetrator and victim to mediate out-of-court settlements. After five years Karen changed employment to become the director of a mediation center. In this setting she did what she describes as, "the most difficult mediation that you will ever do -- mediating disputes between parents and their children." Karen was responsible for administering the center, conducting mediation, and training mediators.

During several of her jobs Karen worked with the person who would come to be the Training Director of the ICCCR project. When the need arose for a conflict resolution trainer for Alternative High School, Karen was contacted and hired.

Karen attributes her ability to form good working relationships with those she trains to the fact that she reveals her humanity to them. This is in opposition to the approach in which clear lines of distinction are maintained between trainers and those they train. She said:

> I can just give them my own real life experiences, I mean I come in and tell them problems I have, how I try to work them out, how it doesn't always work... partially they're amused by that and the other side of it that [they see] this is a human being. [Also, there's something about that first name basis that really gives it a human touch....

Karen worked for the site not only in her formal capacity as a trainer, but also more informally as a mediator of disputes and a counselor for students when school staff thought her expertise was needed. She also described her role as sometimes being an "ear for the teachers" and a problem solver. They told her of problems they had with students and asked her advice about what to do with the students and what to say to the parents.

She attributes her widespread acceptance at Campus A to her willingness to go beyond the call of duty. In her words:

> ... you can't go and just be a conflict resolution teacher. You have to be a part of the staff. You have to be a part of the school, and this acceptance means I'm part of the school.

Karen seemed to work equally well with people in many roles. When a mediation program was developed, she and the coordinator collaborated to develop the rationale for the program. She was instrumental in informing the teachers and infusing their input into the plans. She also worked well with students as she trained them in techniques of mediation. By having direct contact with people at all levels, she solidified her role and enhanced the project.

Academic Year 1988-89

In the Fall of 1988, Karen and the Training Director worked together at Campus A one day per week. The Training Director worked exclusively with teachers while Karen worked with both teachers and students. After-school conflict resolution workshops for teachers were augmented with staff development sessions at the request of individual teachers. Much of the staff development focused on how to use conflict resolution with students in orientation classes, strat groups, Occupational Education classes and CORE. Violence prevention was taught throughout the year in strat groups with Karen starting the instruction and the teachers doing follow-up lessons.

One technique employed quite often in all of the workshops and classes was role playing. Students enjoyed having the chance to create and respond to situations they encountered at home and in the work place, for example, in one orientation class they created a hypothetical conflict between two gang leaders and generated ideas for non-violent solutions. Also the training was applied to their internships or employment. They performed role-playing situations in which they identified the needs and positions of their supervisors and other people they worked with and thought of ways to handle disagreements and conflicts in the work place. Students at this site remarked to one trainer that role playing was the best way to learn the skills.

Although the relationships between the trainers and the staff at Campus A remained cordial, the trainers felt that the teachers' commitment to the training was incomplete. The faculty welcomed the additional time Karen offered to give to the site, especially when she increased the time she was giving to the students, but they vacillated about participating in training for teachers. Karen said in retrospect:

> ... teachers wanted me to train everybody. They would sit down and I would do all of the work [with students] which is okay the first year when they are just beginning... we would try and train [teachers] during designated times after school. We found out... nobody is interested in learning a damn thing... some of the

> information is hard to internalize, it's hard to digest, you might not get it and ... teachers have a hard time being embarrassed and making mistakes in front of their colleagues....

By the Spring of 1989, the trainers sensed lingering frustration among some of the teachers. During one training session the discussion centered around how tired everyone was. The workshop format ended and the approach shifted to direct training of students supplemented by staff development sessions for teachers by their request. The faculty responded positively to this change and increasingly wanted the Karen to visit and participate in their classes, while the Training Director kept giving them staff development on request.

Since most of the staff had participated in most of the 14 workshops (the attendance at the workshops ranged from 11-14) teachers were able, by the end of the year, to introduce the fundamentals of conflict resolution to the students and follow-up on lessons that Karen had presented.

Thus for year one at Campus A the training involvement can be described as beginning with a successful entry in which good rapport was developed. Fourteen two-hour conflict resolution workshops were held for teachers and numerous classroom sessions were conducted where the students were trained directly. Students and teachers gained a beginning knowledge of violence prevention, negotiable and non-negotiable conflict, needs vs. positions, "I" messages, active listening, paraphrasing, and the AEIOU learning device (see Appendix A). Both of the trainers involved at this site during the first year agreed that the implementation met most of their expectations. They understood that at Campus A the preferred approach was the direct training of students.

Academic Year 1989-90

Karen continued as the sole trainer for Campus A in the second year of the project. She worked with seven strat groups and tailored her work to each group's needs as she continued the violence prevention curriculum. Along with the internship coordinator, she worked with students to bring about better interpersonal relations at their work places by role-playing episodes of conflict resolution. These lessons generally ended with discussions of skillful questioning, power and authority, and avoiding conflict escalation. Karen also introduced conflict resolution to the orientation classes and helped students plan the activities of the school store.

Karen conducted approximately 145 classroom lessons and innumerable individual staff development sessions from October 1989-June 1990. In addition, from March to June 1990 she held 16 workshops to train 11 student mediators. Details of the kind of lessons Karen taught can be obtained from the summaries of two of her lessons, from year two, presented in Appendix C.

The main drawback at Campus A in year two was that the trainer had such a limited amount of time for such a broad involvement -- she was spread too thin. Although she was spending two days per week at the site, it was taking weeks for her to return to each teacher's classroom. AHS administrators said they would hire her for full time work if they could. However, the staff of the ICCCR saw an ominous side to this scenario. One researcher observed:

> This was another in a series of successful lessons by [Karen], but I would like to see the teachers at [Campus A] do more conflict resolution teaching and see [Karen] do the observing. I'm worried about how the transition will take place at the end of the project.

Throughout year two of the project, despite the pressures of time, Karen was called upon by the staff at Campus A to mediate disputes between students, and between students and teachers. This role was rather informal, but eventually it helped in the formation of a student mediation group. The group was organized to help avoid the escalation of disagreements and to prevent expulsions for fighting in school. It was to be another avenue students could use for conflict resolution. Topics in the training sessions included all of the topics taught in conflict resolution mentioned above plus: setting ground rules, suppressing rumors, judicial process vs. mediation, and generating options for settlements.

On two occasions in May 1990, Karen observed the mediation team at work. In a successfully mediated student-student dispute, the team set guidelines for how the parties would act toward each other in the future. Karen praised the team for exhibiting, "great active listening skills and reframing skills." In a dispute between a teacher and student, the team worked out a settlement in which the student was obliged to makeup the work owed and the teacher agreed to allow time for talking through subjects that were on the student's mind. Again Karen gave positive feedback by congratulating a student mediator on her opening statement in which she described the dispute clearly and concisely.

When Karen was called on to counsel students, often they revealed to her intimate problems and conflicts that involved their family life. She asked them to break the conflict into the aspects of conflict resolution as she had taught them -- positions, needs, and solutions. With teachers Karen worked over the telephone, during lunch, and during free periods doing one-to-one staff development. She developed lessons to accommodate their needs. She put copies of the most successful of these lessons in a packet and gave it to teachers as models of what they could do. This way they could take advantage of teachable moments when she was not available. The teachers were comfortable with the lessons and, by the end of year two, ten of the fifteen teachers were doing conflict resolution lessons in class when Karen was not present.

Thus at Campus A there was a model of training that was both formal and informal. The trainer made formal arrangements to work with someone's class. At other times she was called upon in informal situations to mediate or to do individual staff development. She became an accepted member of the staff.

One of the research assistants took the role of an assistant trainer during the year. He carried out activities such as videotaping the students in their role playing. Then he played the tape for them to see the sort of behaviors they used. They helped him point out behaviors that would bring them closer to resolution of conflicts and those that would take them further from it.

The second year of training at Campus A can be summarized in this way -- the rapport building accomplished in the first year helped the training to begin early and proceed successfully. There was a good depth of conflict resolution involvement as the training spread through regular classes, strategy groups, the orientation class, the career classes, and to a lesser extent, the school store. The trainer's participation in the resolution of school conflict led to the organization of a student mediation group. Although there was some concern that the faculty was becoming too dependent on her, Karen estimated that 8 out of 13 staff were regularly involved in conflict resolution as the second year ended.

Academic Year 1990-91

The lack of funding prohibited regular training in year three. Karen spent eight days in Fall 1990 doing staff development and planning at Campus A. This was mainly a reinforcement of what had been taught in previous years.

The mediation group which she had trained during year two, continued to function, as planned, under the direction of a teacher who had been quite involved with the training. According to the coordinator, conflict resolution continued to be taught by teachers in the orientation class and used in the strategy groups. The trainer, who continued to have telephone contact with staff at Campus A, viewed the site as being in a transitional stage in year three -- a stage in which the teachers began to take the role of the trainer. Observations were not conducted during year three, but in our last contacts with the site it was reported that 75% of the staff was actually using and/or teaching conflict resolution skills. Not in the same way Karen had done, but more indirectly. Thus with little trainer involvement this site was able to proceed with implementing the concepts of conflict resolution. When contacted at the end of the year the coordinator said:

> The conflict resolution training has wormed its way into the culture of the school. The effect is not vast, it is subtle. Now if two kids have a problem the teacher knows about it. The way the training plays a role is that now there is a sense that something should be done about it to get two kids together who have a conflict.... The way that it will continue here is with the older staff. The staff that has been here through the whole project. When staff have problems with students they use personal mediation as an approach to solve problems.

Training at Campus B

The Trainer

Beth (a pseudonym), who was the trainer at Campus B disliked the titles "trainer" and "staff developer" since, to her, they did not convey the interactions between her and the AHS staff as ones of mutual exchange. This helped to make Beth an appropriate person for this site since the staff also regarded the training as a reciprocal process.

Previously Beth had been a consultant to other cooperative learning projects in schools and she taught English to speakers of other languages. She lived in India for two years and was a staff developer for conflict resolution in a Peace Education program in New York City developed by Educators for Social Responsibility.

The skills she transferred from those experiences to her work at AHS are those that allow a newcomer to become adjusted to a new cultural setting. She said that anyone who is the newcomer to a previously established group must, "... see what the culture is like before doing anything." She demonstrated this sensitivity to her target audience at Campus B and was careful to observe the setting for awhile before beginning the actual training activities. According to Beth:

> "In order to be effective as a consultant... I think it is important to have trust and build rapport with people in order to work with them... I got a sense of the atmosphere of the school... I chatted with teachers, listened to their gripes and grievances... and provided materials [not just on cooperative learning but] on how to engage students in learning."

Prior to working on this project Beth received training in cooperative learning at a workshop conducted by the Johnsons. Thus both conflict resolution and cooperative learning were included in her previous experience. This was just what was needed at Campus B where the training consisted of a combination of the two. During her time there she was successful at intermingling well-recognized concepts of education and the fundamentals of conflict resolution into her cooperative learning lessons.

Beth was cognizant of the fact that reflection must be an integral part of the learning process and when learning takes place in groups, time for reflection must be part of the group plan. She regarded her work at AHS as that of planting a seed and getting it to germinate. She said:

> ... using that metaphor, the next step would be making myself dispensable so they water and sunshine the seeds

> of cooperative learning for each other. So they start doing with each other what I've been doing, which is beginning to happen.

Academic Year 1988-89

During year one of the project training was accomplished at Campus B with biweekly, two hour, after school training sessions. The goal was to begin with conflict resolution training and then introduce cooperative learning. Trainers were also available to help teachers facilitate the introduction of the training to students. At this point Beth had not been hired. The Training Director, Karen and later Sarah (the trainer for Campus C) took turns conducting the training.

The teachers at Campus B seemed interested in having training, but were not accepting of all aspects of the substance of the training. The beginning curriculum at this site included violence prevention, active listening, the AEIOU device, reframing, and the fundamentals of cooperative learning, At the training workshops, teachers asked thoughtful questions concerning the relevance of the conflict resolution model for their students. They raised concerns about the implications of teaching conflict resolution skills to students who were frequently confronting non-negotiable situations in which they were powerless. They suggested that the model should be modified to fit their population. In response, the trainers pointed out the value of having the students learn about other types of conflict situations. They reiterated that part of the training content was to teach the distinction between negotiable and non-negotiable situations.

Another factor in the teachers' lack of acceptance was that some teachers at this site were familiar with conflict resolution and cooperative learning from courses they had taken. They felt that this was something they already knew and challenged the concept of someone coming to "train" them. This led to negative interpersonal exchanges between some teachers and the trainers. As a result, training at this site was discontinued in February 1989 after nine workshops had been held.

During the suspension of training sessions, attempts were made to reestablish communication and renegotiate the project. In April of 1989 the staff of the ICCCR wrote a memo to AHS clarifying the goals, expectations, and needs of the ICCCR project. It acknowledged the value of the positive and negative feedback the school staff had given and listed detailed suggestions for how the project could continue more successfully. For instance, it recommended the establishment of liaisons to assure better communication between AHS and the ICCCR. A meeting was held with key staff from the ICCCR and AHS in attendance. The memo was discussed in relation to all three sites, but the contents were specially targeted to address the problems that had occurred at Campus B. Commitment to the project was renewed.

In the meantime, according to retrospective interviews with the teachers and coordinator at Campus B, the five teachers who had attended the training workshops regularly, continued to have their students work in cooperative groups even while training was suspended.

The Training Director contacted Beth as a possible trainer for Campus B. In June 1989, a meeting was called to introduce the staff at Campus B to Beth and discuss the continuance of the project. As mentioned above, Beth was known to have a style that was very much suited to this site. She regarded training as a mutual learning process, and had recent experience in staff development in the areas of conflict resolution and cooperative learning. Following the meeting, the staff at Campus B decided to continue in the project and begin with the new trainer in September.

Thus the first year of training at Campus B can be described as difficult and minimally successful as attempts were made by three trainers, at different times, to make entry and build rapport. In six of the nine workshops, successful lessons were conducted and meaningful discussions of classroom applications were held. Yet there remained serious apprehensions among the faculty concerning the substance and methods of the project. The staff participation at this site was the least of any site (attendance at the workshops had ranged from 5-7 people).

The cessation of training led to a review and renegotiation of the project by the ICCCR and the school. Meetings at the end of the year helped to regenerate the project as teachers were assured they would be helped and encouraged to adapt the training to the needs of their students. The year ended with hopes raised for a new beginning in the Fall of 1989. Despite the disruption of training, nine two-hour workshops for teachers and numerous training-related classroom lessons were conducted by teachers. All family groups at the site had experienced some lessons in violence prevention and active listening.

Academic Year 1989-90

Beth began in September working at Campus B with an approach that emphasized mutual learning between the staff and herself. This gave recognition to the staff as agents in their own change process. Beth affected entry and built trust at this site first by observing in areas of the school where teachers congregated. She chatted with them about the type of assistance they would like from her and what they were doing or wanted to do with cooperative learning. These introductory conversations paved the way for classroom observations and teacher/trainer discussions at which cooperative learning lessons were planned. The planning paved the way for the introduction of cooperative learning, incorporating one element then adding more as the teacher and students became comfortable.

For some teachers who were already using elements of cooperative learning, this planning led to an increase in the frequency and quality of its use. For others, it was a beginning since what they had been doing in the name of cooperative learning was what Beth called, "cooperation in learning." This is basically small group interaction, but not cooperative learning according to the Johnson Model. For example, teachers would have students sit in groups of their choice. When they would do an activity, it was suggested that they work together on it. It incorporated the face to face interaction element of cooperative learning, without the element of positive interdependence.

The trainer wanted to be sure that she had formed good relationships with teachers before suggesting that there were other ways to do cooperative learning. If teachers asked for assistance she gave demonstration lessons following the Johnson model. Then she set up times to coteach a cooperative lesson with that teacher.

Some of her lessons combined cooperative learning and conflict resolution. For example, in a careers class, she and the teacher guided small groups of students to work cooperatively on inventing conflict situations which could arise in the work place. Later the group did role playing to demonstrate the resolution of these conflicts.

These observations, demonstrations, and teaching sessions (45 sessions from September to December 1989) were done in a wide variety of courses including International Law, Life's Origins, and Leadership. Beth was working directly with six teachers by this time. With others she was still conducting informal talks.

The positive progression of the project was in evidence when, in a shared decision, it was decided to make cooperative learning training part of the new teachers' orientation. Seven of the eight new teachers began working with the trainer. This increased the participation to 13 staff members, more than had ever before participated at this site.

Becoming more confident that she was accepted at Campus B, Beth suggested incorporating the training into an orientation class for students. Up until then there had not been an orientation class at Campus B. At the beginning of cycle three, in January 1990, an orientation class for new students began with a focus on conflict resolution skills.

Having made a strong entry, the trainer began another phase of the intervention at the end of January 1990. The core of the training shifted to after school workshops. This model, along with the individual planning sessions, continued to the end of the school year. The workshops signalled a new phase in the intervention -- they required a new level of commitment. Faculty and staff were willing to stay an hour and a half after school for training. They were paid for this time.

The fifteen workshops, held between the end of January and the end of May 1990, had a range of attendance from 7-13. Participating members included teachers, the coordinator, two paraprofessionals, and the administrative assistant. The topics covered in these workshops included: the role of groups, restating and paraphrasing, problems and successes in cooperative learning lessons, team teaching, and planning lessons. Two illustrative workshops from year two at Campus B are summarized in Appendix C.

During the term that the workshops were held, Beth noticed that some teachers began to shift from "cooperation in learning" to cooperative learning as described in the Johnson model. For some, the model fit their style. It is a highly structured one in which the teacher really thinks through what the lesson is going to be and how they it will be done with small groups. Two teachers who were familiar with Slavin's model of cooperative learning used it. Slavin (1983) recommends the use of student teams with up to eight people each in competition with the others. This was a way to handle the poor attendance. When many students were absent, there was still enough of the team to function in the competition.

Campus B teachers began asking for more assistance and initiated more conversations in which they told Beth about cooperative lessons they had done. For new teachers the workshops became a support group as it built cohesion between them and the continuing staff. Also the workshops themselves were models of cooperative learning lessons. The teachers worked in small groups and later reflected on the group process and what had been learned. At the end of each workshop, time was allotted for Beth and the teachers to review and reflect together.

Thus the second year of training at Campus B can be summarized as very successful mostly because of the skill of the trainer in making a prudent entry to the site. She took more than three months, two days per week, to converse and observe. There was a transitional period characterized by demonstration lessons and coteaching. As more staff began to participate a phase of 15 workshops occurred. This was highly rated by the faculty and staff. The workshop phase was supplemented by continuing staff development in which Beth observed and planned lessons with the faculty.

Academic Year 1990-91

Although the funding allotted eight days for training in year three, Beth's work at Campus B continued well into Spring 1991 with two-hour, after school workshops. According to Beth and the coordinator, these workshops were well attended and the interest and enthusiasm which began during the second year was maintained. No observations or survey research was conducted at this time.

Beth reported that mediation skills were added to the list of training topics at the request of students and teachers who had heard of the mediation group that was operating at Campus A -- this represented a positive adaptation of the training across sites.

Although Campus B experienced more staff turnover than the other sites during the project, the trainer and coordinator estimated that 75% of the staff was actively involved in using cooperative learning and/or conflict resolution skills with students at the end of year three.

Training at Campus C

The Trainer

Sarah (a pseudonym) is a training specialist who as an undergraduate majored in dietetics and later became interested in education. For more than ten years she served as a school volunteer who made audio and video tapes of lessons and books.

This work helped her realize how much she enjoyed teaching children. As she began to volunteer in classrooms, Sarah worked with teachers who emphasized group work and showed her, "the richness that groups can bring to life."

Later Sarah took graduate courses related to creativity and group work. When she became a part time teacher, she attended a staff development session at which Roger Johnson was the keynote speaker. Enthused by his approach to working in groups, Sarah signed up for a workshop with him. Soon she had taken several of his cooperative learning courses, including the leadership workshop in which participants learn how to train others in the technique. She became a staff developer for the school district. When David Johnson lead staff development workshops there, she was his assistant.

As Sarah's career as a teacher and trainer developed she became more aware of her emerging philosophy about working as an educator to address societal woes. She explained it this way:

> I personally regret the waste of minds and lives that I see around the world... it bothers me that we know how to do things and we don't do them. They are not even expensive things -- it bothers me that there is not proper prenatal care... and that kids don't get fed. [Teaching] is an opportunity for me to offer an education that means more to each kid... a chance to develop some skills, working skills and people skills that will make it possible for them to have choices... if you don't have people skills that put you in the mainstream, then being in the mainstream is not one of your choices.

This outlook on education combined with the training she received from the Johnsons led Sarah to the conclusion that learning in cooperative groups is an effective way to give students skills that they need for making successful progress through a career and in life in general.

As our project was beginning at AHS Sarah was conducting training for teachers in various school districts and working as an artist-in-residence at a suburban alternative high school. Our Training Director obtained her name from the Cooperative Learning Center in Minneapolis which is under the direction of the Johnsons. When the project was explained to her Sarah thought it would offer a choice opportunity for her to experience an urban setting and learn more about models of alternative schools. Also the at-risk population with which she would work at AHS was one to which she wanted to apply her philosophy of providing as many choices as possible.

Sarah envisioned her roles at AHS as two separate ones -- that of trainer and that of staff developer. As a trainer she would run workshops for teachers helping them to learn the theory and method of cooperative learning. She would conduct her role as a staff developer less specifically. It would consist of observing how the teachers were functioning in terms of their use of cooperative learning. For this she felt she had to be invited by them into their classrooms. Her main goal at AHS was to present the model and get the teachers to tailor it and use it with the students.

Academic Year 1988-89

As discussed previously, the training at Campus C had an unsure beginning due to difficulties of finding a union-assigned trainer for cooperative learning. Once Sarah was contacted, she visited the site once in December 1988 when the Training Director introduced her to the staff. She began regular training at Campus C in January 1989.

Beth questioned the staff about their knowledge and experiences with cooperative learning. She found out that during the preliminary training, in Summer 1988, the teachers had learned about positive interdependence and designing cooperative learning lessons. Thus she began by teaching them the social skills which are the fundamental building blocks of cooperative learning.

The after-school workshops were to meet bi-weekly, but holidays and other school-wide concerns forced the cancellation of two. The teachers did gain a beginning knowledge of social skills, but some perceived them as a curriculum item separate from other things they had to teach and felt they did not have time to add "something extra" to classroom work.

One of the school-wide concerns in February was an upcoming production -- a Black History Month presentation. Teachers wanted the trainer to help them with it. Sarah regarded this school project as a diversion from the type of training she wanted to do, but she accepted it as part of the give and take needed to establish rapport. Thus the training focus was shifted to that production and problems people were having putting it together. The production became a vehicle for teaching problem solving and cooperation. Sarah explained the exchanges among teachers this way:

> ... they were talking about, 'this didn't work' so there was a lot of really nice group stuff on what was happening. 'Did you try this? Let's try this'.... It was really nice. [They were] sort of working with each other following what I think is a nice joint or collaborative model of designing lessons and solving problems, which is what's part of cooperative learning... the next thing you usually try to teach when you're doing a basic training is staff collaboration. And that was done as they did problem solving on the performance. The production became the curriculum focus for the training.

The production was a success. Every family group did something they created themselves. When it was over some students, who had felt they were being forced to be in the production, wanted to know when they were going to do the next one. The teachers achieved a kind of collegial support. They had a chance to use the social skills they learned in the training. Everyone had a feeling of success and that success was linked to the training because everyone knew that they had worked together cooperatively to achieve it.

After the production in March the faculty began talking about the schedule of training for the next school year. They wanted to use cooperative learning in their family groups. Again the trainer thought this was a diversion from what she had planned. She observed family group sessions to see how cooperative learning might fit. She concluded that family groups needed to be a different kind of group than what she was training for. She voiced her hesitancy to the staff, but the issue never quite got resolved.

Another change the staff wanted was that they would rather have the training as part of weekly staff meetings instead of after school. Students were dismissed early each Thursday to allow for the staff to meet. Campus C faculty thought that the time could be used for training. There were three teachers taking graduate classes on Mondays when the workshops had been given. Although the trainer had spent time with them individually, trying to keep them caught up, they wanted to be present for the workshops.

Logistical items such as these were discussed in the three workshops given during March and April 1989. Sarah also discussed effective communication and tried to show teachers how to infuse cooperative learning into things they were already doing in the classroom. She talked about the value of groups and the kinds of skills people need to bring to groups. The trainer went into classrooms to observe and give specific suggestions about the cooperative lessons she saw.

The attendance at the workshops decreased from about 14 teachers to 2 in May because of the teachers' paperwork burden at the end of the school year. The sessions stopped early in May.

Thus the first year of training at Campus C can be summarized in this way -- the trainer made a quick entry well after the school year had begun. She conducted three workshops on social skills then put aside her idea of what training needed to be done to help with the production. There was little carryover of the training to regular classroom teaching, but the staff felt that the training made a positive beginning by helping the school organize a good artistic production. There was periodic give and take about the scheduling and whether or not the trainer could assist the teachers with doing cooperative learning in family groups. In the spring three workshops were held and six teachers were trying to do cooperative learning in classes.

Academic Year 1989-90

The training sessions in Fall 1989 started at Campus C with assessing previous successes. Sarah and the staff shared what had taken place the year before and the kinds of problems they had experienced. The coordinator had gone to advanced training in cooperative learning during the summer and was anxious to let the faculty know of his experience. He and the trainer conversed often about this experience since both of them had received training directly from the Johnsons. They discussed their goals for the year deciding that the coordinator would assist Sarah in the training. They wanted faculty members to do something in cooperative learning once a week in one course as a minimum.

This implementation goal was discussed with the teachers and seemed to be accepted by them, but the enthusiasm of Sarah and the coordinator, was not transferred to the majority of the faculty. Observations of classrooms and training sessions revealed that eight teachers were using small groups as a classroom strategy.

Workshops kept being canceled for lack of attendance or for lack of time during staff meetings. Teachers continued to say how difficult it was to implement cooperative learning. It was decided that workshops would only be held in the staff meetings every other week and on the alternate weeks they would be held after school on

Mondays. Using this schedule, Sarah and the coordinator quickly reviewed what had been learned the previous year with the hope that training would progress rapidly from the Johnson's textbook for beginners in cooperative learning to the more advanced book. For each training session she picked out a piece of the model, described it and gave examples of activities. For instance, there were lessons on how to structure positive interdependence, and how to plan lessons. These lesson were taught by having teachers work together in cooperative groups.

In total, five workshops, with 13-14 staff members in attendance, were held from October through December 1990. Summaries of two sample workshops are presented in Appendix C.

Sarah felt the staff meeting time on Thursdays was inappropriate for training and she thought there should be more of a requirement for everyone to attend. By this time she wanted to work in a very structured way with them since she knew not many teachers at Campus C were ready to do cooperative learning without a lot of support. Sarah tried to do more one-to-one staff development, seeing where people were functioning in their plans and how they wanted to progress in cooperative learning, but the cancellation of training sessions was affecting morale.

In mid February 1990, a meeting was held between the project staff from the ICCCR, the Principal of Alternative High School and the faculty at Campus C. The project staff made a presentation of some of the preliminary results of the quantitative research and answered questions concerning the project. The faculty was pleased and recommitted themselves to the project.

Campus C would move away from after school workshops to a staff development model in which the trainer would work with individual teachers. They would no longer try to make the family groups the focus of the cooperative learning, instead, there will be a concentration in the subject matter classes. This recommitment stage was an important step though which the site gained energy to proceed.

Following the new model of training, Sarah conducted 15 staff development sessions during February and March. These usually lasted from 1-2 hours consisting of a classroom observation and a planning session. They included work with faculty in the areas of reading, American history, and writing. Unfortunately, an illness in April prevented Sarah from returning to Campus C for the remainder of year two.

The second year of training at Campus C can be summarized in this way -- the coordinator returned with an enthusiastic spirit about cooperative learning after participating in summer training with the Johnsons. He and the trainer worked together to set goals for training and implementing the use of cooperative learning school-wide. Workshop implementation was never fully effective though several strategies were tried. Eight faculty members tried to use cooperative learning regularly, but the high level of eagerness on the part of the coordinator and trainer was not transferred to the others. The cancellation of sessions, the efforts to regroup and implement a new training model, and the illness of the trainer resulted in less training at this site than at the others during year two.

Academic Year 1990-91

At Campus C the training had peaked and fallen several times during the first two years of the project. The fact that half of the faculty was attempting to use cooperative learning in year two demonstrated some commitment. However, that commitment was fragile and it needed more of the trainer's time and energy than the available resources would allow. The trainer had only eight days in which to do staff development in year three.

During these days she contacted individuals who had tried cooperative learning in the past. She found that most of them wanted her to give them support for their classroom teaching and the issue of working in groups was secondary. They continued to say how absenteeism and the pressure to go through the curriculum made it difficult to do cooperative learning.

In year three no systematic qualitative research was conducted, but Sarah said, after her brief time at Campus C, she felt most of the teachers were not ready to continue cooperative learning on their own. At the end of the school year the coordinator reported that he and only one other teacher had continued to use cooperative learning systematically in their classrooms.

CHAPTER IV. INTERACTION OF SETTING AND INTERVENTION

The analysis of the qualitative data on Alternative High School and our training intervention revealed two themes that are important not only to this project, but also to schools, education, and interventions in general. The themes did not apply uniformly across all sites of AHS, they showed enough regularity to be worthy of discussion. They were (1) Physical Antecedents of Communicative Processes; and (2) Social Structural Issues in the Implementation of Training.

Physical Antecedents of Communicative Processes

Productive communication is basic to working cooperatively and resolving conflict. Some important aspects of communication, namely active listening; stating positions clearly; and assessing the statements of others, were given major emphasis in conflict resolution and cooperative learning training. Certain aspects of the physical environment, such as the spatial arrangement of furniture, could support or hinder the capacity to communicate effectively. At all three of the campuses we studied, interesting issues arose concerning how the physical environment helped or hampered the processes that facilitate productive communication.

A quote cited previously in this report illustrated how students thought of Campus A as being much smaller than other schools they attended. The coordinator told of being, "... able to run from one corner of the building to the other in seconds." This perception of size was a function of the enrollment as well as the physical space the school occupied and how things were arranged within it.

When an area is as small as the encompassing Campus A, students and staff get to know each other better -- they see each other more often than they would in a larger space containing more people such as that of any large comprehensive high school. While the smaller size of Campus A was generally a more supportive environment for communication, not all communication was positive. The good communications brought about by the smaller environment could have detrimental effects. The coordinator of Campus A summarized it this way:

> In all of this our physical environment is a factor. It really does affect the way concepts develop. We are kind of in a pressure cooker here. There are 160 kids on this one floor and 15 staff members. Rumors travel fast. There is even a space problem when it comes to where in the world will we put [the trainer] for training. In a situation like this relationships cement very fast and so do problems in relationships.

All types of communication were increased by the physical attributes of this site -- those that help to resolve conflict and those that fueled it. Occupying a space that promotes conflict can be calamitous if arrangements are not made to defuse provocative situations. For example, on one occasion when two students had an argument and one went in the restroom to lament about it, her voice could be heard in the hallway and in several classrooms. The more students heard it, the more they told others. The friends of each adversary wanted to go and hear more about it. Fortunately, when accusations and rumors were spreading this quickly among students they were also spreading quickly to the faculty. A teacher was able to intervene in the situation.

This type of occurrence at Campus A helped to give rise to the mediation group. Although violent conflict is rare at the school, these disagreements arose often at all three sites. The existence of the conflict resolution training at Campus A made the solution obvious, i.e. since students were already receiving training about resolving conflicts, a natural progression was to set up an institutional structure that could make use of these skills to help settle common disagreements.

Thus, physical factors as well as interpersonal ones led to the need for a mediation structure and the training provided the method for it. Since the close quarters of the school made it difficult for the students to avoid encounters with adversaries, students were obliged to seek channels such as the mediation group to settle their differences. The influence of the physical structure on communication and the presence of the intervention, combined to create the mediation group.

Social Structural Issues in the Implementation of Training

In implementing the training at Alternative High School it became clear that the processes of entry and learning the culture of the school were especially salient in the small informal environments of the alternative school. The incoming agents had to make special efforts to fit amicably into the existing fabric of the institution. Although change was the long range goal, the trainers first had to adapt to preexisting factors at the setting in order to learn about the site and build trust. The realization that a social structure -- a network of relations -- already existed and that it would not be easily changed was something trainers needed to incorporate into the entry process.

Having the trainers and other project staff at the sites for longer periods of time would have been helpful, but the resources of the project prohibited the steady, gradual introduction of staff. The trainer from Campus C said in retrospect:

> I think that if we have the opportunity to do it again, I would like to come in the beginning three months, three or four times a week, and get to know everybody... especially if it was a new site. You spend a lot of time there initially and then you can work better because you've established who you are.

Similar sentiments were expressed by the coordinator at Campus A when he said: "In a small school such as this, a program coming in really needs a honeymoon period... especially for implementation throughout the school....

The lesson of "how to work your way into the setting" was most poignant at Campus B. As discussed above, our lack of rapport-building and trust-building was a critical factor in the scenario that led to the cessation of training during the first year. When the project was renegotiated and a new trainer was assigned, the experience was reversed. We proceeded with good rapport and successful training. It is clear that what made the difference was the time and manner the trainer used in affecting entry and building trust.

The following summary of the work done in year two by the trainer at Campus B focusses on the way she entered and became established with little of the disruption or dissension that characterized the first year of training at that site. She prudently made herself a participating member of the staff and successfully stimulated the faculty to participate more readily in the training.

One of this trainer's first strategies was to locate herself at places in the school, outside of the classrooms, where teachers congregate -- places such as near the duplicating machine and the coffee machine. Her acknowledgement of the existing structure was shown in her choice not to enter classrooms too early in her work. Since classrooms are the domains where teachers feel most in charge, she chose more neutral areas to be the first places she had conversations with them. When she was permitted to observe classrooms lessons she recognized this as a signal that trust had been established. In the beginning, she interacted only with teachers with whom it seemed easiest to form a relationship. Then gradually she worked with other teachers who she had to ask to let her observe.

The trainer observed teachers' styles of interacting with students and how the teachers forged those relationships. She described some teachers as ones who wore "teacherly masks" and others who were more genuine in the way they interacted with students. The ones who wore "masks" had voices that addressed students in a way that was not necessarily condescending, it was respectful, but it was a "teacher" voice not present when the teacher was not addressing students.

In her observations of the classroom what this trainer described as "teacherly behavior" was a characteristic of the classroom social structure that limited the type and flexibility of interactions that could exist between teacher and student. The use of cooperative learning in these classrooms decreased the rigidity in these interactions so that new types of teacher/student relationships were possible.

Another step in the process of working into the social structure happened when, in staff meetings, the trainer began to make contributions that would help to facilitate the work of the school not directly related to the training project. She asked questions about other activities in the school that made demands on the teachers' time. This gave her better knowledge of the context in which she was working and allowed her to develop ways to intertwine these activities with cooperative learning. Attending these meetings increased her visibility at the site and in turn increased her rapport. Just being there and being concerned were ways of forging relationships and becoming accepted as someone who had something of value to offer the staff.

This sensitivity of the trainer to the multifaceted roles and duties of teachers was invaluable to the project. Being aware of the existing organization and structure helped her to fashion a model of training that did not overburden teachers with additional roles. Instead cooperative learning became a technique to use within the existing curriculum.

A specific example of sensitivity in the trainer's interactions with teachers was a time when a teacher needed help to motivate students who were working in groups on a social studies project. One morning, in the chatting around the duplicating machine, the trainer asked a teacher what was taking place in her classroom. The response was that students would do oral presentations. They had been working in groups, each group studying a different country. They had made posters and had done some research. Each group was to make an oral presentation to the class based on its work.

In a similar lesson, done previously, the students had been bored with oral presentations. The teacher asked if the trainer could offer suggestions to make the lesson more interesting. The trainer recommended that she might try the jigsawing technique so that students would get a chance to work in new groups and practice with others who were studying different countries. Then they could bring new ideas back to their regular groups and discuss how to make the presentation.

The teacher followed this suggestion. Although the lesson took longer than planned, the teacher learned another way of organizing classroom work. It was a more cooperative way that increased the students' enthusiasm for what they were doing. Also important to this episode was the fact that the teacher was willing to take a risk and do the lesson another way -- the trainer provided the support for this risk-taking. The increase in students' responsiveness gave the trainer and the training process credibility as the teacher told other school staff people. This contributed to what the trainer called the "snowball effect" i.e. once people got to know and trust the trainer and saw that what she offered could benefit them, word got around -- the social structure became a communicative network.

Spending a considerable amount of time to lay the groundwork for relationships with teachers made the trainer's work more efficient in the long term. After trust had been established, the trainer could have ten-minute conversations with teachers to give suggestions and they could proceed on their own. Then during weekly workshops they discussed what they had done in the classrooms with the trainer's recommendations.

The trainer's work was not limited to teachers, support staff were involved also. When the trainer observed the administrative assistant effectively using conflict resolution skills with a group of new students, she suggested that this be formalized by creating an orientation class. In this way new students would come to learn the tone of the school as one where attempts are made to resolve conflicts with prescribed techniques.

The orientation class began on the first day of the second cycle led by the administrative assistant who, although not a teacher, developed enormously positive relationships with the students. She taught conflict resolution skills as she gave them an orientation to the school. The knowledge and skills they gained in this setting became a foundation for the use of cooperative learning in classrooms.

Once a week the administrative assistant and the trainer met at lunch time to discuss the orientation class. The successful implementation of this class with this staff person was especially meaningful to the trainer because the administrative assistant was an African American as were most of the students. The following was the trainer's view about the importance of ethnicity to various roles and statuses in the social structure of Campus B.

> [The administrative assistant], in particular, I want to support as a person who can make use of what she's learned and as a person who is not a teacher but has enormously positive relationships with the young people in the school, and quite frankly, as a person of color who I wanted to see be able to exercise her skills in a more powerful way in that setting where her job title was 'office worker.'... I wanted to work with her. I like her. So that's probably four reasons: her skills, the need for an orientation class, my sense of wanting to assist, and that she is's one of three people of color on the staff of that school, a staff of fifteen or eighteen. And all of the students, except for one or two, are people of color. And all of the people of color on the staff are either para professionals, which she and another person is or the resource room teacher. So none of them are full teachers.

In essence the trainer was developing the administrative assistant as a role model for minority students. Because most of the staff did not have the same ethnicity as the students, this person was in a position to act as a liaison -- a culture broker -- who could use her identity to link students with other staff members and to model her professional role.

Such techniques, used by the trainer at Campus B were subtle. She planted ideas without intruding or imposing, then she allowed staff member and students to "water the seeds" of these ideas for each other." This has aided institutionalization of cooperative learning at this site because the staff and students had ownership of the process. The trainer was always mindful of the social structure of the school. She knew that change had to take place in a context where some preexisting relationships had to be preserved. She said:

> Teachers, in order to begin to make changes..., must not feel isolated from each other. The more they themselves are in a cooperative learning mode with each other..., learning how to teach better or learning how to handle challenges that a particular school situation is confronting them with, the more they will be able to do that with their students and the more they will be able to model the social skills of appreciation, encouragement, and active listening... So as much as cooperative learning with students has been a kind of long term goal, one of my goals in the workshops has been to build cohesiveness among the staff.

Chapter V. Results and Conclusions

Given that educational institutions are often resistant to change, it is understandable that many educational change projects wane at the implementation stage and never become institutionalized. In many instances school staff get enthused briefly when new projects are proposed, then they become skeptical as to whether even the most sound project can be effective given their school setting, student population, time constraints, and personal agenda.

Despite the urban setting and the at risk student population, our training program at AHS in conflict resolution and cooperative learning achieved considerable success. The changes that took place in the main variables that we measured are reported in the quantitative portions of this report. Other successful aspects of the project were revealed in interviews with key staff members of AHS. These quotes from the Principal and coordinators indicate that positive results of the training occurred in major areas of school functioning:

> **Teacher Empowerment**
>
> The in-class support that the trainers gave... working directly with staff in a classroom was the most helpful part of the project. This type of direct contact gave immediate response to the staff. It enabled them to respond concretely to the needs, it empowered them. [All Campuses]
>
> **Risk Taking**
>
> The training also helped them take risks. It helped people to change their classroom ways and it helped them change their ways with dealing with students... our staff development was going on all the time. So the combination of the staff development and your training

made people more responsible and more willing to take risks. [All Campuses]

School Norms

All of the students have the reinforcement of knowing that school is a place where we solve our differences. So actually it strengthened the norms of the school. Kids were definitely helped by it. [All Campuses]

Interactions among Staff and Students

There are two levels of effects, one is that the staff has a greater amount of interaction. They are more cooperative. They are thinking more about what is done in the classroom. The second level is the students. For them it was a definite plus. There is more interaction more communication, a release of tension. It is more relaxed since this intervention started. There is no conflict in the classrooms during cooperatively taught classes. Thus less energy is expended by teachers. They can do more observations of what students are doing. [Campus C]

Communications

Cooperative learning has contributed to better communication among students and between staff and students; better communication leads to less conflict. We can't be sure about a change of attitudes with either teachers or students. That's hard to see, but it has changed the affective factors. For example, how much respect the students give and receive, how they treat people. There are fewer incidents of violence among them. When problems are going to occur there is more warning, students come to us and tell what's brewing. [Campus C]

Administrator Confidence

For me it has given me the ability to handle and negotiate with students and teachers. I really feel more comfortable in my position because of the training. [Campus A]

Curriculum Planning

We are deciding now on a new curriculum. So the impact of cooperative learning has not been told yet. It will guide us in making our decision about that. We will think differently about what students should know. [Campus B]

Staff Cohesiveness

The staff is a tighter group of people. They talk more and they talk better together. [Campus B]

Classroom Organization

> With the cooperative learning training teachers are better equipped to organize the class. This enables the students then to work better with each other. Students do a lot of collaborative work, they have to plan, organize and then demonstrate their work. [Campus B]

An analysis of the training at these three sites of Alternative High School over a two year period reveals several patterns of behaviors and responses. Some of them were clearly advantageous since when they occurred the training intervention became better accepted, better attended, and more practiced. Other factors form patterns that constituted impediments to our planned intervention. Both supportive and impeding factors are presented below and related to specific actions in our project. This is a summary of those things that, we think, will make a difference to any training program in schools.

Factors Supporting the Implementation of Training

The factors that were most important to the success of the training are the following:

1. Affecting an entry to the site that makes the faculty and staff comfortable with the presence of the trainer. This was exemplified by the slow prudent entry made by the trainer at Campus B during year two and by the work done by the trainer at Campus A to make herself "just like a member of the staff."

2. Adapting the training to the needs and abilities of the target population -- allowing that population to help in the delineation of their needs and abilities. This was exemplified in the way the trainer at Campus A used elements of popular culture, such as the movie Do the Right Thing, to provide a context for exploring the conflict resolution curriculum. It was also exemplified in the way the trainer at

Campus B, during year two, conferred with the staff on the agenda for the training workshops.

3. Becoming engaged at the site, not only in training related activities, but in routines, special events, and teachable moments. This was exemplified by the trainer at Campus A as she became a counselor, confidant, and mediator for teachers and students and by the trainer at Campus B as she proposed a new orientation course and helped to organize it.

4. Remaining flexible in scheduling and planning the training to accommodate unexpected events and situations. This was exemplified in the way the trainer at Campus A made the transition from training teachers to training students and by the way the trainer at Campus C changed her training agenda to include working with the whole school on a production.

5. Arranging meetings where school staff, trainers, and researchers can debate and discuss the training models and, if necessary, recommit themselves to the goals of the project. This was exemplified by the actions of the ICCCR staff in organizing meetings with school staff, preparing a memo to clarify project goals and needs, and attending meetings of the management team.

6. Working with people in a whole spectrum of roles and responsibilities so that a broad-based group of supporters for the training is built. This was exemplified by the trainer at Campus A as she had direct contact with students, teachers, and administrators.

Barriers to Implementation of Training

Throughout the project, at all sites, there were aspects of the school and the intervention that led to difficulties in implementing and integrating the training model and/or the substance of the training into the school. The school personnel, the trainers, and the researchers learned from these barriers and attempted to overcome them whenever possible. Here we summarize the impediments that occurred throughout the project.

A major problem that trainers and researchers acknowledge was that a needs assessment should have been conducted separately for each site before the project began. Preliminary observations and interviews would have shown the idiosyncracies of the campuses that were not revealed to us in our initial talks with the school. With this information, the training could have been customized so that it would not have taken so many changes of strategy before the faculties were comfortable with the scheduling or the methods of training. The Training Director said in retrospect:

> It would have been better had we spent six months building trust and rapport and accurately learning each site's culture before doing any training. We would have also benefitted from more experience in schools and knowledge of instruments such as the Concerns-Based Adoption Model (CBAM), which helps staff developers in school settings accurately judge the commitment level of the group and choose the activities best suited to each level. We made assumptions about this that were not accurate. We had to learn from our mistakes and modify our methods. Over time, thanks to the skill of our staff developers and some very dedicated teachers, we were able to create a positive cooperative climate.

A school-related constraint to the implementation of training at all of the sites was student absenteeism. The school-wide attendance rate for AHS is about 65% not taking tardiness into account. This especially affected the cooperative learning sites where students were arranged in on-going cooperative groups. The groups were never stable. A remark made frequently by teachers was, "You can't do cooperative learning groups when you don't know who will appear in class the next day?" Absenteeism was confounded by tardiness. Many students came to school late so that classes, especially ones early in the day, would begin with a few students and end with many more. This was disruptive to the cooperative groups. As mentioned previously, a partial remedy was implemented at Campus B with the use of the Slavin model which permits larger groups with more intergroup competition among them.

The observations and the survey research were also affected by absenteeism and tardiness. Researchers had to devise strategies to conduct "make up" sessions for students whose questionnaires were missing or incomplete. This increased the amount of time needed for the administration of questionnaires and led to the perception, among the faculty, that the project was more intrusive than had been originally planned. In following the schedules of randomly selected students, the site researchers had to proceed as if absent students were present. This allowed us to generate more systematic documentation of student life, but often it lacked the rich details of interaction that would have been recorded had the student been present.

Another constraint was that the research portion of the project was not accepted by the school as well as the training portion. They seemed to tolerate the research only because they wanted the training. When this topic arose in discussions and meetings, staff members told ICCCR staff that they never knew what the research was going to entail. The Principal said:

> The least helpful part of the project was the research. In some ways it was really counter productive in terms of the amount of time it took, the amount of stress and strain it caused.... So the impact of the whole research part was that it was non-productive.... Even the staff who had trouble with the research part got something out of the training.

The ICCCR staff explained the research during initial discussions and throughout the project. AHS staff were kept informed about the schedule and procedures for the research and presented with preliminary results to them as they were available.

A specific problem in their lack of support for the research was the length of the student questionnaire and finding the best methods for administering the correct questionnaires to students who needed to complete them. Often during the data collection, students commented on what they viewed as too much repetition when one type of question was asked in several different forms. The teachers voiced the opinion that part of the academic difficulty these students experienced came from test anxiety. Although the students were told that a questionnaire was not a test, some continued to make the association. This part of the research was time consuming and stressful for the students. It was clear that students and staff understood the direct and immediate benefits they could derive from the training, it was not clear to them how the research would be of value. A coordinator said:

> The questionnaire part could have been done differently. They were lengthy, much time was needed, and students were reluctant to do them. Most strategies we tried to solve this didn't work. The one that worked somewhat was having the teachers motivate them to do them.

One group of students sent a letter to the ICCCR protesting their inclusion in the research. The staff of the ICCCR offered to meet with them, at their convenience, to explain and discuss the research portion of the project. The students who had issued the complaint did not respond. However, during cycle three of year two the situation was alleviated somewhat when the teachers took a more active and supportive role with the researchers in the administration of student questionnaires.

Limited funds was probably the most damaging barrier to the project. This resulted in having to alter the design of the project from our original plan, which was to offer training and conduct research over three full years with additional time for analysis and writing. The amount of time and personnel necessary to effect successful change require more funding than was allocated for the project. When problems arose we reviewed our goals and actions and employed remedies as the funding allowed. We are reporting positive results in spite of the difficulties that were experienced in conducting both the training and research as we had planned.

Implications for Education

This project was an attempt to provide training in conflict resolution and cooperative learning to an educational institution and to measure the effects of that training. It answered the call for programs that continue the training over a period of years with on-going assessment of the implementation and its impact. To a large extent we have accomplished this task. As the project progressed we witnessed a heightening of the awareness that conflict resolution and cooperation are critical issues in the world-wide social arena. It is clear that educational institutions must be at the forefront of teaching and informing the world regarding these issues. From the lessons of our project we offer the following implications and recommendations.

Implications for "At Risk" Students

While there is value for all human beings learning to resolve conflict and work cooperatively, the advantage is much greater for people who are likely to have the treat of violence confront them in their daily routines. For students who live in environments where conflict often leads to violence, the training we have implemented, with its understanding of needs, positions, and win/win perspectives, could have a positive effect that would lead to the reduction of violence in society as a whole.

For at-risk students with low self-esteem, who are generally over the appropriate age for their grade level, the skills of conflict resolution and cooperative learning can help to generate a more positive school experience. For instance, the antagonism that may result from their large physical size need not lead to conflict if there is a mediation program in place (see the example in Chapter II where a student tells how students are lured into fights). The same students may become more confident if they can learn in cooperative groups where their contribution is considered valuable and others are concerned about their learning.

At risk students, many of whom are from minority language and ethnic groups, often need aid in negotiating situations that relate to another cultural context such as the behavior expected in the principal's office or that which wins approval of teachers, many of whom are members of a different social class. This type of understanding may help to reduce the frequency with which they get suspended, expelled, or placed into programs to reduce behavior problems.

Although questions have been raised as to whether the techniques of conflict resolution and cooperation belong to and foster the value system of the established, mainstream segment of society, we know that there will be many instances in which at-risk students must function in the mainstream. Although they may be more familiar with another set of values emerging from the harsher conditions which may be characteristic of their own milieu, there is value in knowing what others expect so that they have a choice of behaviors to apply in different situations. Non-minority faculty and staff play a significant role in assisting minority students to learn to negotiate the larger society. They are important representatives of other subcultures that the students will encounter in the world at large (Mitchell, 1992).

The issue of cultural difference has a specific implication for training programs; namely, that the planners and trainers must have awareness of the culture of the trainees that will better enable them to adapt the training to the needs of the target population (see above, "supporting factor #2"). Moreover, the training is more effective if the materials and activities help to bridge the majority and minority cultures. This effect is even more pronounced when the trainer and students are of the same ethnic or linguistic group. At Campus A, for example, the ethnic match between the trainer and the students served to optimized the implementation of the training. As the project Training Director observed: retrospect:

> That was a good match. In some ways [Karen], as an African American, was better able to work with the students than were some of the staff at [Campus A]. She knew conflict resolution and she knew the culture.

Implications for School Restructuring

The movement to restructure American Schools is growing at a rapid pace. Two of the movement's most basic components are the creation of smaller instructional groups within the institution -- often called minischools -- and implementing a form of school based management. Both of these forms represent a decentralization of school operations. They create new ways of working that place individuals together in relationships that are different than they were previously. Both are intended to create a new culture that is based on teamwork. People, in different roles and on different status levels, must work together in ways they have not worked before. These basic changes in the social configuration of schools require more cooperation and collaborative work and thus are directly related to the skills of conflict resolution and cooperative learning.

For many schools the process of restructuring means the creation of decentralized units. These "schools-within-schools" are characterized by a team approach to instruction in which teachers of different subject areas share the same groups of students. These teachers meet as a group to plan curriculum and discuss the progress of individual students or groups within their unit (often called "houses" or "Charters)." Such meetings have replaced the traditional departmental meetings. The interdisciplinary team creates a more holistic approach to student progress where most or all of the teachers know how much progress, if any, that students are making in all areas of study.

Such teaming approaches require faculty members to develop working relationships with colleagues with whom they have had little interaction. Developing these relationships require the teachers to use some of the prime components of conflict resolution such as active listening, paraphrasing, assessing positions and needs, and distinguishing the negotiable from the non-negotiable (see Appendix A). By learning these components of conflict resolution, the staff would develop the skills to work through their differences and make tough, critical decisions in spite of external pressure and politics. Also they would learn to manage despite the inevitable frictions among different personalities.

Another aspect of the efforts to decentralize the management of schools is the empowerment model which recognizes the rights of students, parents, teachers, administrators, and other school staff members to participate together in the management of the school. It is a model in which people from these diverse groups, who often have had prescribed or conflictful relationships become members on teams that make the crucial decisions about school functioning. These teams must show they can be professional and accountable enough so that decision-making power can be wrested from more traditional groups and individuals at the district and state levels.

The teams need high levels of skill in collaboration and constructive conflict resolution if they are to be successful in working together to improve their school. Members must be able to take responsibility for empowering and supporting on another in collective expectations of high level performance. They need to know how to trouble-shoot and problem-solve in a variety of contexts within the constraints of a scarcity of time and resources. At the same time each member must feel like a valued member of the team and the school must continue to function with quality teaching and learning.

The training of these teams in conflict resolution could contribute well to the realization of success. The focus for such training would be the social skills, team-building and group decision-making skills which were emphasized in the cooperative learning and conflict resolution training.

The greatest challenges of the restructuring movement are to create a new order out of which the staff must operate. Given that institutions are generally resistant to change, the staff that will be successful in implementing restructuring will be the staff that can not only maintain the integrity of its pedagogy while the structure changes, but they must also be able to negotiate the existing internal and external systems. Success in this arena will be born of the staff's confidence in its ability to manage conflict and work together cooperatively.

Implications for Vocational Education

Programs that prepare young people for adulthood inevitably must address the much debated question: What cadre of skills do the students need in order to secure desirable employment and/or begin a career. Indeed, the preparation of workers has been debated in areas as diverse as literacy, technology, and the effects of the postwar baby boom on the social security system. Since the economy is not static, education and training programs must accomplish this preparation of workers while contemplating and adapting to profound changes that are taking place in the labor market. Also they must be cognizant of the economic projections that forecast what skills will be needed in future decades as present-day students mature in their careers.

We know that the demands of the contemporary work sites are great in terms of the variety of skills needed. These include not only basic academic skills and the technical skills needed for tasks on the job, but also higher order thinking skills, adaptive learning skills, and social skills. This cadre of skills is needed by all students regardless of their post high school plans (de Lone, 1985; Resnick, 1987). The transferability of these skills from school to work is enhanced when the skills are taught, demonstrated, and employed in an educational program that allows them to be practiced as they are learned (Mitchell, Russell and Benson, 1990). (For specific applications see Appendix B, especially the "Conclusion" section.)

The substance and methods of the training programs offered by the ICCCR fit these characteristics in a number of ways. First, teaching the social skills that allow people to work with others in a noncompetitive manner is an essential part of the beginning lessons in cooperative learning. Practicing these skills in training sessions and teaching students to use them created a collaborative mode that began to permeate other activities in the school such as staff meetings.

Secondly the cooperative learning training emphasizes that group members should achieve individually, yet develop a sense of responsibility for the achievement of others. This is invaluable learning for the work place in that it teaches people to work successfully at individual tasks as well as those requiring teamwork. Observations in our training sessions showed that individuals felt proud at the completion of a group project, but also they could criticize constructively, without hurting the feelings of others, when the group had not functioned well.

The conflict resolution training, with its emphasis on listening, discussing, mediating and negotiating promotes, the kinds of effective communication and interactions that ensure a calm work environment. Some of its applications to the work place, such as having workers use the skills to settle disputes, are obvious. But others are more subtle. For instance, since members of minority groups constitute a proportion of the unemployed and underemployed larger than their proportion in the population (Braddock and McPartland, 1987), there is reason to believe that socio-cultural factors are operating in the work place such that the behavioral expectations of employers are incongruent with those of minority employees. This may be a cause of the conflict that results in the termination, lack of hiring, or lack of promotion of minority employees (Fordham and Ogbu, 1986).

It has been demonstrated that the communication skills students learned in conflict resolution training allowed them to state their positions clearly and assess the needs and positions of others, including adversaries. These skills, when used in work place settings such as job interviews and job evaluations may be the link that joins employers and minority employees into less adversarial postures. The communication and perspective-taking skills of conflict resolution could be helpful in creating a more productive work environment within the modern work place where a variety of ethnicities and genders are present.

The skills of both conflict resolution and cooperative learning are needed by those who will enter the work place and those who are in it as workers and supervisors. The successful vocational school and other programs that train youth for work are prime locales for the training conducted by this project.

References Cited

Braddock, J.H. & McPartland, J.M. (1987). How minorities continue to be excluded from equal employment opportunities: Research on labor market and institutional barriers. Journal of Social Issues, 43, 5-39.

de Lone, R.H. (1985). Education, employment, and the at-risk youth. Philadelphia: Research for Better Schools.

Deutsch, M. (1973). The resolution of conflict: Constructive and destructive processes. New Haven: Yale University Press.

Deutsch, M. (1985). Distributive justice: A social-psychological perspective. New Haven: Yale University Press.

Fordham, S. & Ogbu,J. (1986). Black students' school success: Coping with the burden of 'acting white'. The Urban Review, 18(3): 176-206.

Johnson, D.W. & Johnson, R.T. (1974). Conflict in the classroom: Controversy and learning. Review of Educational Research, 49, 51-61.

Johnson, D.W., Johnson, R.T. & Holubee, E.J. (1986). Circles of learning: Cooperation in the classroom. Edina, MN: Interaction Book Co.

Kleinberger, P. (1988). IZE [Computer program] Madison, WI: Persoft, Inc.

Mitchell, V. (1992). African-American students in exemplary urban high schools: The interaction of school practices and student actions. In M. Saravia-Shore & S.F. Arvizu (Eds.), Cross-cultural literacy: Ethnographies of communication in multiethnic classrooms. (pp. 19-36). New York: Garland Publishing, Inc.

Mitchell, V., Russell, E.S. & Benson, C.S. (1990). Exemplary urban career-oriented secondary school programs. Berkeley: National Center for Research in Vocational Education.

Prothrow-Stith, D. (1987). Violence prevention: Curriculum for adolescents. Newton, MA: Education Development Center.

Resnick, L. (1987). Education and learning to think. Washington: National Academy Press.

Simon, R. I., Dippo, D., & Schenke, A. (1991). Learning work: A critical pedagogy of work education. New York: Bergin and Garvey.

Slavin, R.E., (1983). Cooperative learning. New York: Longman.

Appendix A
Glossary of Training Terms

Glossary of Training Terms

Violence Prevention - from a pilot study conducted at one of the sites, it was learned that many students use fighting and verbal abuse as ways to resolve some of the conflicts they find themselves in. While fighting at AHS is an immediate cause for dismissal, there appears to be a culture clash between "the rules at school" and the expected norms of "the street". The Boston Violence Prevention project (Prothow-Stith, 1987) was designed to show teens from communities where violence is the "street norm" the extent to which they are "at risk" of injury or death. The curriculum points out that many of the homicides which occur result from a fight with someone you know in which a weapon and/or alcohol is present. The curriculum also helps students to understand that anger is normal, but that they have a choice as to how they can express their anger. The final chapters teach violence prevention strategies.

Active listening - checking to see whether you understand the other person correctly and whether he/she understands you correctly.

"I" messages - telling the other person what you think, not reading the other person's mind and telling him/her what he/she thinks.

Needs versus positions - talking about the needs, interests, and feelings of you and the other person rather than your opposing positions.

Negotiable versus non-negotiable conflicts - kinds of conflicts which should be avoided because there are no good solutions.

Individual conflict style - how you personally tend to deal with most conflicts; what kinds of conflict styles different people have.

Putting yourself in the other peoples' shoes - how other peoples' view points might be different from your own; how to understand the other person's point of view..

Anger and violence - how anger affects your ability to handle conflict.

Reframing the issues in conflict - talking about the issues in other ways to find more common ground between yourself and the other person.

Criticize ideas and not people - criticize what people say rather than who or what they are.

"Win-win" solutions to conflict versus compromises - finding solutions where everyone gets what they need, rather that solutions where everyone gets some of what they need.

Appendix B
Observations of AHS Student Interns

These are summaries of fieldnotes from three observations of Alternative High School students at their internship sites -- one from each of the three campuses we studied. The observations were conducted by three different researchers. These examples represent a variety in the type of internship site, organization of the site, and expectations of the student interns. Also embedded in the description and the comments recorded by the researcher are indications about the different skill levels and occupational ambitions of the interns.

Internship Summary #1

Date of Observation: Feb 21, 1990
Time: 8:30 to 12:00
Site: Shearson Lehman Branch Automation, Department of Private Investments, New York City
Purpose of visit: Internship Observation of Roger, a student at Campus A

Background Information

This was a placement under the Executive Internship program Executive Internship. Executive Internship is an organization through which many high-school students get placement at the city's businesses and community-based organizations for internship positions. Students from Campus A are typically placed in these positions for five to six months. They earn school credits rather than money for these positions, and do not attend school during this period.

Roger, an African American male in his final term at Campus A, started working at Shearson Lehman on Feb 5th. His internship is expected to last until the end of June.

Observations

I arrived at Shearson Lehman at 8:25 and I went up to the 10th floor. It was a very large open space filled with office cubicles. Each cubicle had one or more computer terminal and was occupied by one person. Roger's cubicle was at one end of the floor between those of His supervisor and another office worker both of whom appeared to be quite busy.

Roger was neatly dressed in grey pants, black high-necked shirt, and black sneaker-like shoes. He and I went up to the 12th floor to the computer room, a space with about 60 computers in it. No one else was in the room and Roger used his electronic identification card to get in.

Inside, Roger turned on all the computers and started running a "performance test" on them. He had a manual which indicated which keys to push to do this test. Roger said that this operation typically takes about one and 1/2 hours to complete.

I asked Roger about what is meant by a "performance test". He did not know in detail except that it readies the computers to quote the current stock prices

While the test is running, Roger said that he typically stays in the room and learns computer skills on one of the terminals. the supervisor has given him a computer manual and he uses that as a guide. He gave me a demonstration of how to log in and showed me rudimentary use of a graphics program.

Roger told me that he works here from 8:30 am to 4:30 pm, Mondays through Thursdays, and takes a lunch break at about 12:15 or so. Fridays are reserved for one-hour meetings with other interns and the director of the Executive Internship Program to discuss their internships.

Roger told me that his day typically begins with running this computer performance test in the morning. After this, he makes a copy of all the information of these tests onto a diskette and prints it. Next, he takes down the closing and opening prices of certain stocks (pre-printed on a sheet of paper) from the computer, makes xerox copies of these. If there is any time left before lunch, he helps the staff make copies of diskettes, do xeroxing, and assists with anything else they need. At about 12:15, he goes to lunch. After lunch he helps with various odd jobs.

Roger said that he received on-the-job training for about two days at this site. Since then, he has worked on his own with little supervision.

I asked Roger what he wants to do after finishing his internship. He told me that he wants to go to college and study computer engineering. He wants to be able to design computer software and hardware. Roger has already applied to St. John's College, Rochester Institute of Technology, and another college in upstate New York. He took the SATs in January of this year. Roger told me that he got the information about the above colleges through counselors at AHS.

I asked about his family life. Roger told me he lives at home with his parents and does not have a job outside of his internship. I asked him why he left his previous school and he said that it was because he felt that the teachers and students did not care about learning. He said that he was afraid of becoming like them.

Roger asked me about Columbia University and whether it has a program in computers. I told him that Columbia does. He wanted to know what GPA is required to enter the program and how much tuition is charged. I told him that the GPA would probably have to be 3.0 or above and that Columbia's tuition is quite high but that it provides financial aid.

> Comment: Roger seems to be very serious about attending college and seems knowledgeable about the factors to consider in making a selection. He has done his homework for the application process. He seems to be very serious about his future and is quite sure that he does not want to be in an environment where he might stop caring about learning and being a member of the larger society.

I asked Roger about how much he likes working at this internship. He said that he likes it very much as the people are pleasant and he has had no problems so far. The room was very cold, so we stepped out for a few minutes. Roger started talking about Mike Tyson to a guard sitting in the hallway. After about five minutes, we went back to the computer room.

After the "performance test" on the computer was done, we came down to the 10th floor, where he printed out a diskette and left the hard copies on the supervisor's desk.

Next, we went back to the computer room. Roger started taking notes on the stock prices on a pre-printed sheet of paper. He worked quite steadily.

Comment: Roger appears to be quite conscientious. He also comes across as mild and well-mannered. Every time he did something new with the computer, he tried to explain the procedure to me. Although he isn't always clear about what he is doing, he requires very little supervision. He is obviously trusted enough to do the work well on his own. The supervisor appears to be helping Roger by giving him a computer manual so he can learn some computer skills on his own during the time he is in the computer room. It is my opinion that the internship is working out very well for Roger. He gets the time to learn skills in an area of interest to him which would help him with his college plans.

Internship Summary #2

Date of Observation:	March 8, 1990
Time:	9:15 - 12:00
Site:	New York City Department of Aging
Purpose of Visit:	To observe Internship of Student from Campus B

Background

In and old decrepit building near City Hall Park in New York the Department of Aging (DOA) has its employment office. The halls are dank, dirty, and filled with dusty boxes and filing cabinets. Marcus, a black male student at AHS Campus B, works there as an intern in an office that has the designation, "The Job Club." This club is a support group for older citizens who are seeking jobs.

Observation

The supervisor, a white female, explained that Marcus usually arrives at 10 am. Inside in one of the back offices I saw four, somewhat elderly, people were going through and either filing or reviewing sheets of paper. I left for a few minutes and returned to find the "job club" members sitting in chairs arranged in the middle of the room looking at tape shown on a large TV monitor about how attitudes toward oneself affect employment possibilities.

The "club" was comprised of a black male, two white females, and a black female. They all appeared to be in their mid-fifties or older. The tape they were viewing was prepared by Bill Moyers in the early 1970s. It was about employment programs that are successfully able to help the chronically unemployed. The "club" members watched.

The supervisor came in to tell me that she had called the school find out if they knew anything about Marcus's whereabouts. She was clearly upset that he was late. Apparently Marcus was pretty reliable and this behavior was uncharacteristic of him.

The school called and said they were trying to call Marcus at home, but could not get through.

A few moments later I heard her talking to Marcus. He at he called to say that he would be in shortly. Not ten minutes later he walked in and began to work quickly.

Marcus set about sorting mail and filing as well as answering phones. After a few minutes he settled into his main chore of the morning which was collating 60-odd pages of duplicated material for the members of the "club." These packets contained various information about getting a job that ranged from developing one's resume, to making contacts, to handling oneself in interviews. From what I could see of the information it contained the standard jargon and information about ways to get into the job market.

Marcus steadfastly went about the task of collating this material. He seemed concerned about getting it completed before he had to leave for school at 12:00 p.m. This is a two hour internship.

> Comment: It seemed to me that the nature of Marcus's work did not seem to affect him. It seemed that he regarded this only as a way of getting credit towards his diploma. It appeared to be meaningless to him beyond that. The people served by this office and the information he was responsible for providing seemed of little interest to him. I would have been encouraged if he had taken one of the "employment tips" packages that he was collating to use when he has to look for a "real job." The value of this work for that purpose seemed not to be realized by him.
>
> Generally, however, I thought that Marcus's disinterest in his surroundings could, in this instance, be a healthy sign. This is not the ideal environment for a young person to be working. It is a melancholy environment; bordering on depressive. To disassociate oneself from it is probably not a bad idea.

While Marcus worked he talked to no one except me. He said "I know you - you are the lady with the tests." I said that he was right although they are actually surveys. Once during our conversation he answered the phone for the supervisor who had begun conducting the next phase of the career workshop.

Marcus and I discussed why he was late. He explained that his sister had asked him to babysit for her children for a few hours the night before, but had then stayed out the entire night not returning home until the early morning. Marcus said about her, "She took advantage of me." He explained that he had recently moved to Queens, NY - about an hour and half on the train from Manhattan. He said to get to school and work on time he leaves his house at 7:15. He said that he still returns to his old hang out in Brooklyn where, until recently, he had always lived. He feels that Brooklyn will always be his home.

Marcus explained that he will do this job until next January. At that time he hopes to graduate and to attend the Borough of Manhattan Community College. He wants to be a liberal arts major hoping to work during the day and to go to school in the evenings. He told me he liked this internship. He appreciated that no one hassled him. He said "I just come in, do my work, and I leave." Marcus said that the work he was doing today, collating and answering phones was typical of the kind of work he does for this office.

Internship Summary #3

Date of Observation:	June 12, 1990
Time:	1:00p.m. - 4:15p.m.
Site:	Forest Hills Community Center
Purpose of Visit:	To observe internship of Students from Campus C

Background

Forest Hills Community Center, is located in Forest Hills Queens. The neighborhood is clean and quiet. One gets the impression of a quiet safe community, no trash on the street, people walking quietly and not a lot of loud noise. The internship coordinator at Campus C contacts the supervisor for the senior citizens' program each term to arrange for students to be interns.

The supervisor is an Hispanic woman with a "no nonsense" approach to working with student interns. For example, she insists that the students must be there exactly on time, they must come every time and not resort to calling in and saying that they are not going to make it. She wants students who "are serious and appreciate senior citizens."

The supervisor has a list of home-bound senior citizen clients that the students work with. Each time the student interns come she has the names of the clients ones that need help that particular day. The name of the person, the address, and the directions get to the home are listed on sheets of paper. Then the students come in, get the sheets and call the senior citizens to let them know they are on the way.

Observation

The two students I saw from Campus C this day were Lois and Patricia, two African American females. At the Community Center there were six sheets waiting for them. Since there were only two students the supervisor asked each of them if they would do "a double", meaning each of them would work for one client and then go to a second one all in the same day. Both of the students said that they weren't able to, so she gave them each one sheet and they proceeded to call the senior citizens who needed help.

The supervisor said that originally she had six 6 student interns from Campus C this cycle and now there are only these two left. She said that basically what this is a shopping and laundry service for senior citizens who either can't get out or can't carry a lot of groceries or unable to do these services for themselves.

The students had called the seniors and ok'd it with them that they should come. They took forms to fill out as they do this internship. On the sheet are several reminders such as: obtain a receipt for any purchases, write the date and the amount of money that the person gives them for shopping, and the amount of money they return to the senior citizen. There is a line for them to sign their name and a line for the senior citizen to sign.

The supervisor read orally with each of them the directions to get to the homes. I left the community center with the two interns.

At the bus stop I started talking to the students about the internship. They said that it wasn't the best thing in the world but it was OK. Patricia said she didn't enjoy the work but she needed the credit and she didn't not want to ruin not getting as much credit as she could after she had done so much work. Both girls talked about the fact that the other interns who dropped out now lost their credit.

I asked them about why they wouldn't do a double session today. Both of them said that it takes too long and it get you home too late. Patricia said that she hadn't got home from one double session until 8:00 pm. They said the reason there are so many extras who need help is that the other students dropped out. They felt it shouldn't be their responsibility to pick up their work.

I asked the 2 girls if they were graduating seniors. Lois said that she is one and told me that she would like to work in an office after graduation doing receptionist work like filing and answering phones. She said that she had done that particular job before for an internship for Campus C and she had enjoyed that kind of work.

As we rode the bus the girls put in the tokens that the supervisor had given them. The bus ride was about 15 minutes long. Lois and I got off in a rather commercial area in Forest Hills. Patricia said she had to go a few more stops on the bus.

Lois told me that her duties in this internship were limited to laundry and shopping services. She hates to do the laundry and only has to do it once in a while, about once per month. As we walked 3 blocks up the street to an area of apartment houses, she told me that she had worked for this same lady once before and enjoyed it because the lady talks to her you. She said that some of the senior citizens really don't like you, they just want you to work and they don't say anything else to you except about the work.

> Comment: This "talking to you" phrase had been mentioned by both of the girls on the bus too. They seem to feel that people are more friendly if they will talk to them about things other than the fact that they have to do the

> shopping. They will ask about family and they will ask how school is. The girls seem to feel that this is a more pleasing relationship with someone that they have to work for than some one who only talks business with them.

We went into the apartment building and rang the door bell. We were buzzed in and used the elevator to get to the floor where the lady lived. We knocked on the door and were greeted warmly and welcomed in. As we approached the door Lois took out her sheet of paper. Seemingly so that she wouldn't forget to write down all the things on it about the money and have the lady sign it.

Once we were in, the lady asked if we wanted to sit down and we sat at the dining room table. Her interaction with Lois was very pleasant, very cordial and she did asked Lois about how graduation activities were going. She asked Lois if she felt proud to be graduating. Lois said yes and the woman said that she was sorry this might be the last time Lois did the intern work for her because she had done a good job.

> Comment: This was obviously an example of what the girls meant by talking about things other than work. It was a sensitive moment for both of them, a sign of warmth between two human beings that transcended the task orientation of the job at hand.

Lois was very polite to her, responding in one word answers. Then they got to the tasks. The woman wanted Lois to do some shopping for her, she had written a list. It was very specific with brand names and the size of the package. She went through it very calmly and quietly with Lois asking her if she understood each item. In a few instances she took a similar package out of her freezer or cabinets and showed it to Lois.

> Comment: This was going so much on target like a well oiled machine -- the way Lois took out the form as the lady opened the door, the way the lady specified the items and showed examples. Both of them really know what they are doing.

After the lady and Lois had finished going over the list we left and walked 3 blocks down back to the street we had come from on the bus and up 2 blocks to the supermarket. We discussed the internship a bit more. Lois told me that the philosophy was that no student and senior should become too close. In other words they don't continue to send you to the same senior's home even if you get along and have a good relationship. The idea is to spread the students around to different seniors so that they can get to know people and do different kinds of tasks.

> Comment: I recognized the value of this, although it was touching to see Lois and this woman so caring about one another, a good internship allows students to be exposed to many types of people. The interns get to learn how to

> handle others who are not so cordial and are less adept at explaining things.

Lois was very confident about finding the items in the super market as she consulted the list. She was careful to check the brand names and the sizes. We saw Patricia doing shopping in the same market for the person she was working for. She was a little more hesitant than Lois and less sure about what she was doing. She complained that she had a whole lot more on her list and said she didn't know where some of the stuff was. At one point she came to me and said that the lady said to get chicken breasts but the package says quartered chicken breasts. I told her that I thought that would probably be the same thing. Then she asked me what do they mean by quartered. I told her it referred to the way the chicken was cut up. She said oh, and she put it into the basket.

> Comment: This was a good example of the kind of thing the interns learn from this work. Patricia was unsure, but was not afraid to ask. Hopefully she would have asked someone else had I not been there.

One other thing Patricia needed help with was getting some cottage cheese. She found the brand but she couldn't find the size. I showed her how she should look underneath the large size because the smaller sizes are hidden under them. She again thanked me for helping her out.

At 2:30pm Lois had finished getting the items and we went to the check-out counter. One thing the lady had told her, if the money was not enough (a $20.00 bill) then there were two items that she could put back. At the check-out counter the groceries came to $19.00 and some cents. So the lady had done pretty good estimating about how much things would cost. We finished the shopping and Lois carried one bag and I carried another and we started walking back the 5 blocks to the lady's house.

While walking I asked Lois about her thoughts on being a student and worker. She said she had grown up in New York City and loved it. A few years ago her mother had decided to move to Florida and took the family there. Lois said she hated it there. It wasn't as busy as New York, she didn't know any of the people, she thought it was sort of out in the back woods. She gave an example that there was a bus route line near the house but the bus didn't come regularly. If you wanted to be picked up by the bus you had to call and ask the bus to stop at your stop. Lois arranged with the family to live with an uncle in New York so she could finish school where she was happier.

When we got back to the lady's house Lois and I took the groceries out of the bag and the lady looked approvingly at each item saying that it was exactly what she wanted. She was also proud that she had estimated so well that the $20.00 was enough. Both she and Lois signed the sheet and Lois gave her the change. Again the lady wished Lois well on her graduation and said it was nice knowing her and we left.

We had to wait 30 minutes for the bus back to community center. Lois told me this had been a typical internship day. She said she makes almost $100 per month and more if she does double sessions. Back at the community center the supervisor carried out a sort of debriefing session, asking Lois questions about what had occurred. Then we left.

Conclusion

These three examples of work internships for students of AHS show much variation in setting, climate, and tasks. While some of the placements require a good deal of cooperative work upon which other people are dependent, others require the interns to work alone with little or no interaction with others. These variations follow the interns' stated preferences -- some enjoy interacting with supervisors or co-workers and others like to be left alone to do their work.

These interactions, and lack thereof, hold the same potential for conflict and cooperation that would be found in regular work settings. Job-related conflicts were not observed directly by the researchers, and conflicts that we learned about had generally been resolved by the internship coordinators at the Campuses. However, survey results show that some students reported using conflict resolution and/or cooperative learning skills in the work place. Since many student interns experience more than one internship site during their time at AHS, they have a variety of people and settings with which to practice these skills.

Unfortunately, the number of internship placements that are considered valuable for AHS students are decreasing. This was illustrated in this comment made by the Principal of AHS.

> As far as internships go, some are great, they have trained the students to work and they have helped students to meet graduation requirements. But recently the internship is coming under more scrutiny. At times, no internship is better than an internship. The ones that are not good don't train the student to work, they might give them some vocational skills, but that's all....

At Campus C where students are being encouraged to pursue more academic subjects that will lead to college admission the value of internships is seriously questioned. The coordinator said:

> In the past [the internship] was to expose the students to work in a professional setting. (I say professional to distinguish it from the fast food type of job.) This did help to change the students, they came back from the experience with a better attitude towards developing career goals. Now we are getting away from internships. This is because there is not much employment promise to

> someone with just a high school diploma. Also because of all the new state requirements needed to graduate, this does not allow occupational education majors to get enough credits to graduate if they have to do internships. We are pushing more of a college orientation.

In contrast the experience with internships at Campus B has been more positive. That site will continue to develop and use those internships that have been beneficial. The coordinator said:

> The internship is very important for these reasons: (1) it develops the students skills to be a part of the work force. (2) It lets them seek areas they might take an interest in. They get a concept of what jobs entail and they get to know that different careers have many options. (3) It makes them responsible. It is supposed to be for only for kids that are responsible, but sometimes kids who aren't responsible go through internship and it builds their responsibility, but the internship has to be one that supports that. Some are excellent and some are not.

Thus the future of the internship experience at AHS will be resolved at the campus level according to how the staff judges its worthiness in preparing students for future employment and its practicality in light of the increasing need for academic credits.

Some thought has been given to how the cooperative learning and conflict resolution training may assist in the situation. While not a substitute for on-the-job experience, the knowledge and skills gained from the training help students to analyze interpersonal situations that are likely to take place in the work place. Their exposure to the training has helped them to develop a repertoire of words and actions that may be called into play when necessary in future employment, whether or not they have had the benefit of an internship experience. The Principal of AHS linked the potential demise of internships with the training in this way:

> The internships have the possibility, if they are good, to be a life changing experience... some of them frankly are just a way for the internship site to get cheap labor. Truthfully, I think fewer and fewer are the good ones where they really give a good apprenticeship to the working world. When we see the bad ones we ask what are we doing to these students? We ask, what will be gained? The value of the experience is definitely withering. What is important is not the vocational skills that they gain it is conflict resolution and cooperative learning in the work place on the job. That is what we want.

Appendix C
Examples of Training Sessions

NOTE: These six sample lessons, two from each site we studied, are summaries of the fieldnotes taken at various training sessions. They show a variety of training content and techniques. Number six is a training session that was used for reorganizing when training was not proceeding well.

The observations were made by five researchers. In order to present them here, we have summarized the material into a uniform style. Comments made by the observers and post-session discussions among the ICCCR staff have been edited into a conclusion section for each lesson.

Sample Lesson #1

Date: 2/28/90
Site: Campus A
Trainer: Karen (Conflict Resolution)

Objective

The objective of the lesson was to have students explore some aspects of a conflict situation including needs, listening, and negotiation.

Logistics

This was a very small Careers Class. Two males and three females were present. The teacher was present for the first few minutes, then she left the room for about 25 or 30 minutes and came back to rejoin the class.

Content

First the trainer asked the students to introduce themselves and state where they were doing their internship. The trainer then allowed for a brief discussion of how two students working in the same place have mixed feelings about the person they work for.

She then passed out a sheet of paper which listed the AEIOU behaviors of the conflict resolution program. She explained that A and E behaviors take you away from reaching solutions and IOU behaviors bring you close to solutions.

The trainer then got the students to discuss their personal experiences by asking if any of them had ever quit a job. Three students responded affirmatively. She allowed them to share the reasons. One student said that he "...was asked to do things he was not hired for, such as mopping floors." Others said they left for other personal reasons. The trainer summed up their discussion by identifying the many reasons people leave jobs. She indicated that some were negotiable and some were not. She then turned the discussion to negotiable situations.

Two students were asked to role play a boss-secretary conflict. Karen gave them the beginning of the conflict and they carried out the rest. The students used attack behaviors more than any other kind. After the role play she asked each to share their experiences of the role play. Both students felt the other was not listening.

The trainer then began to explain to students that the "key to negotiation is to find out the needs of both parties." Other students were then given an opportunity to role play. Out of this, one student raised the concept of compromise. The trainer explained why she preferred "win/win" situations.

The lesson ended with the trainer informing students that at the next session they would talk about what they disliked about their jobs.

Conclusion

The role playing was the key to the effectiveness of this lesson. It engaged the students, and provoked thought. It was also an effective technique to inform the students of the next sessions' topic. Not only does that prepare them, but it gives them something to look forward to.

Sample Lesson #2

Date: 4/4/90
Site: Campus A
Time: 9:30 - 12 noon
Trainer: Karen (Conflict Resolution)

Objective

Although the trainer did not state an objective, it appeared that her goal was to assess and review the students' ability to recognize and appreciate the elements of conflict. Keeping the students engaged in the lesson seemed to be another objective.

Logistics

This was to be the trainer's last class, since the term was coming to an end. The workshop schedule had been revised to accommodate and "Ethnic Lunch" in which students and staff ate foods of different ethnic groups. It is fairly common for the training schedule to be modified in order to accommodate a change in the school schedule.

When the class began there were seven students in attendance. Eight more came in late. The teacher began the class by making some announcements, and then turned it over to the trainer.

Content

The trainer began the lesson by asking the students to name something they remembered from one of her lessons. Student responses were: "How to listen"; "How to prevent a fight"; "How to avoid a conflict"; "How to speak my mind/express myself better"; "The good and the bad things about fighting"; "I don't know."

The trainer then gave a brief talk on personal conflicts. Students gave examples such as whether to come to school; and after some probing from the trainer, whether to smoke or drink alcohol. She then suggests some current movies as examples of conflicts. The first movie she suggested was a popular youth film House Party. She asked the students to identify the conflict and then the position and needs of each side. (The movie's conflict concerned a son who wants to go to a party and a father who wants to punish him - due to a misunderstanding - by not allowing him to go.)

The students seemed to enjoy and appeared to be engaged in the discussion. They identified the son's need to be treated with respect, to have fun, to meet girls; and the father's need to teach his son right from wrong; be obeyed, etc.

Do The Right Thing, another similar analysis and similar enthusiasm. The trainer made some attempt in the discussion of each movie to elicit from students solutions to the conflicts. In neither case was any solution really arrived at, although the students generated ideas about a solution to the second film's conflict. She closed the lesson by saying that there are situations in which Conflict Resolution will be very useful and other situations in which it may not make sense.

Conclusion

The main strategy the trainer employed in this lesson was to keep students engaged. She did this by putting the discussion in the context of their popular culture (using the two movies). She also kept them engaged by choosing not to punch students to arrive at solutions if they seemed more engaged by a discussion of position and needs.

Sample Lesson #3

Date: 2/12/90
Site: Campus B
Trainer: Beth (Cooperative Learning)
Group: Eleven members of the staff were present

Objective

The objective of the workshop was to complete the written agenda while giving teachers an opportunity to learn about and discuss cooperative learning techniques and exercises. The agenda, as written on the board by Beth was (1) gathering; (2) checking the agenda; (3) cooperative learning (under cooperative learning was foundational skills, team teaching, and lesson planning; (4) evaluation and (5) closing.

Content

The trainer began the lesson by explaining that the question for the day would be "How has cooperative learning worked in the classrooms?" Indicating that it was a warm-up activity, she began with a "warm-up" activity in which teachers had to select the color paper which answered the question: "If today, was a color, what color would it be?" Continuing with the activity the trainer told the participants that sometimes students don't warm up this way and they can't identify with this particular activity. Therefore, she recommended, that "with students you could have them pass on the first go round if they preferred...if they thought of something later then the choice of colors could go round again and they could pick something on the second go round." In the next exercise the trainer asked the teachers to break into dyads and discuss whether they used cooperative learning and the highlights and upsets of their day. Each was to take turns sharing and listening, and paraphrasing.

During the lesson and the different exercises, the staff raised many questions. Some include: "You have to be prepared for two of them to take the same color, don't you?" "How do you convince students that cooperative learning is a good thing?" "What happens if you paraphrase and a student doesn't recognize what you said?"

In most cases the trainer responded to the questions with specific suggestions and techniques. In some cases she allowed other teachers to respond. In others she encouraged them to experiment in their classrooms without trying to answer certain questions today.

Throughout the lesson the trainer suggested alternative techniques and raised questions concerning the effectiveness of the techniques, such as: How did it feel as a speaker in these groups? and "Some of your students might find it too long...As the listener did you find it was too short or too long?" and "How was it to paraphrase what another person was saying?"

Toward the end of the session, the trainer solicited some feedback on how the team teaching went. She also suggested establishing a buddy system among the staff. After buddies were selected she asked the staff to "evaluate today's session; what would you say was helpful and what was good. What do you want to do next time? Today I left the time and the agenda fairly flexible." One teacher responded that she "...liked the pairs [dyads] and she also liked the color activity to help the group warm up." Another teacher said "...the group session today was valuable because it gave people a chance to get advice about the problems they were having in their classroom." Some teachers also requested more time for the topic of "helping one another." Another teacher said she did not see the relevance of the hand-outs. The trainer indicated that they were from the Johnson and Johnson book, and said the feedback was useful.

The trainer then passed out another hand-out from the Johnson and Johnson book on lesson planning, but then looked at the clock and ended the session. Throughout the session the staff was engaged and participating.

Conclusion

Consistent with the techniques found throughout most of Beth's training workshops, she used the method of experiential learning as her approach to teaching the concepts of Cooperative Learning. Essentially, she allowed the teachers to experience different cooperative learning techniques, by assigning them exercises which they could use with the students. She also conducted her training session, in the way she would expect the Cooperative Learning teacher to teach a class. To make sure that nothing was missed, she commented on her technique and rationale and anticipated problems, as she went along. The effectiveness of this lesson is indicated by the extent to which the lessons she created raised the kinds of issues that would be raised if the teacher were teaching the students.

Sample Lesson #4

Date: 3/26/90
Site: Campus B
Trainer: Beth (Cooperative Learning)

Objective

This lesson had several objectives. One was for the teachers to learn by experiencing some of the cooperative learning exercises in which they would be asking their students to engage. Another, was to facilitate teacher understanding and exploration of the process of soliciting feedback from students.

Content

The lesson began with the trainer demonstrating a technique for getting a class settled and focused on an exercise. She offered them an alternative between singing a song, or talking in dyads. Without commenting on her technique, she gave the now focused class of dyads the assignment of discussing the kind of day each had.

She then asked the teachers to share with the class, one at a time, the highlights of their day. One teacher shared that he "... got one student to do something that he had never been able to do before;" another that she felt the pressure of the semester being "... almost over;" another that her "... students worked productively, independent of her."

After the teachers reviewed their day, the trainer reviewed the agenda and gave teachers an opportunity to have input. There was no response, with the exception of one teacher who let her know he had not been paying full attention. She then moved on to distribute some evaluation forms which she said "could be used to help the teachers get "feedback" from their students, "like I just got from you." This was an example of her allowing teachers to internalize the concepts in the training, without necessarily lecturing about them.

After a brief review of the forms, the teachers were asked to break into dyads and discuss "how they might get feedback from their students." She instructed the groups to assign roles among themselves of a spokesperson, an observer, and a recorder. The teachers seemed to take the assignment very seriously and were focused on the task. After a period of discussion, each group was asked to sum up three ways of evaluating, which they next shared with the entire body.

One group came to the realization that "informal and formal evaluations of the students go on regularly," concluding, however that there was till a need for more formal evaluations. Another group recommended weekly evaluations. The trainer stating that she wanted the group to be aware that there was a difference between reflection and evaluation/feedback.

After some discussion, the trainer asked each of the individuals in the "observer" role in the group to evaluate and report on the groups performance of its assignment. Some of the observers were critical of their group, and others commented on the difficulty of evaluating their performance.

The trainer then asked the group to review the goals of the day's session. In this way she was getting the teachers to mirror the process she is looking for them to adapt in their classes. After hearing from the groups, she then briefly lectured on important aspects of evaluation. This prompted a thoughtful discussion of process.

The teachers were engaged throughout the lesson, although it was evident from the yawning that they were tired. (The workshop began at 3:16 p.m. after a full day of teaching.) The workshop ended with the staff reviewing the meeting time for the next workshop.

Conclusion

The trainer's approach to teaching her Cooperative Learning workshop can be described as experiential, or perhaps even "the Back Door" method. By that it is meant that she does not spend much time in the beginning of the lesson describing concepts to the teachers. Rather, after briefly stating what the concept is, she facilitates internalization of the Cooperative Learning concepts by engaging the teachers in an exercise that allows them to experience the concept. For example, she taught the teachers about the importance of roles in a group (spokesperson, observer, recorder); how to get students to evaluate their own performance (having the observer report on the group's performance); and facilitated a thoughtful discussion of evaluation and feedback approaches. This was not done by lecturing, but by having the teachers participate in an exercise.

Sample Lesson #5

Date: 10/25/89
Site: Campus C
Trainer: Sarah (Cooperative Learning)
Staff Present: 13

Objective

The objective of the lesson as described by the trainer, prior to the training was for the teachers to learn ways to solve some of the problems that had come up in the course of using the cooperative learning techniques.

Content

The trainer opened the training by explaining that they would discuss some of the concerns she had heard the faculty express, and then they would do an activity which consisted of two parts. Some of the concerns she raised for discussion were: (1) lesson plans and the dilemma of whether to plan a lesson as a cooperative venture or an individual one; (2) how to address the fact that many students come late and cooperative group exercises require full participation; and (3) some students are not adept at teaching other students and may need a "crutch" in order to know how to get something across to another student. The trainer suggested methods and techniques for addressing each of these problems.

Then the trainer broke the workshop into smaller groups. The assignment as written on the board was to (1) make a list of practical ways that you can structure outcomes, means and interactions; and (2) produce a visual that explains positive interdependence.

The most salient feature of the workshop was the fact that the trainer used the workshop, itself, as a model of how cooperative learning could take place in the classroom. She conducted the workshop as they would conduct their classrooms, sharing her pedagogical reasoning as she went along. For instance, before making the transition from her initial talk about her concerns for the activity, she said that adults are able to listen for about 12 1/2 minutes before they need to stop and process what has gone on. She reminded them that students can do this for much less time than adults and then said, "Now my 12 and 1/2 minutes are up ..." She then moved the teachers on to the next exercise which was to break up into partners. (Again, she shared her pedagogical insights concerning how students experience this activity change.)

The fact that the trainer walked around and interacted with groups carrying out the exercises, provided an opportunity for teachers to raise specific questions about the exercise on the spot. For instance, they asked how often they were expected to do activities like this with the students since they are so time consuming. There were other questions as to whether the students could manage an exercise with so little structure. The trainer made a continuous effort to create an atmosphere of openness and trust between herself and the teachers.

Conclusion

The trainer used opportunities to be open about her own feelings in an effort to set an example. For example, she opened the session by commenting to the group about her nervousness, because an observer was in the room taking notes. She consistently responded with empathy to teachers who expressed concerns, doubts or skepticism. Teachers repeatedly expressed concerns about how the activities would work with their students and she responded by suggestions specific exercises or referring to the Johnson text as a resource.

Evidence that the lesson was successful was twofold: (1) they participated in the training activities and (2) their conversation related the training to the work they would be doing in their classrooms. For instance, teachers in small groups raised questions and insights such as: "Let's figure out how we would do this if we were in family groups"; and "With one person not doing their job in this, the group can't function." However, during the lesson teachers raised questions as to whether the workshop was a useful way for them to spend staff meeting time, and the trainer responded that it was possible to negotiate a rearrangement of the schedule.

Sample Lesson #6

Date: 12/11/89
Site: Campus C
Trainer: Sarah (Cooperative Learning)
Staff Present: 4 staff members

Objective

The objective of this lesson was presented by the trainer to the teachers as a list of items to be covered in the day's session: (1) What's going on in Family Groups; (2) the training for next cycle; and (3) what training the teachers feel they needed.

Content

The trainer raised some of the problems and concerns she recognized in the training and then allowed the teachers to lead the discussion from there. Teachers complained about various concerns they had about the usefulness of the training program given their working conditions. Some wanted the trainer to do another production with them as the one last year. One teacher said he do not have time to facilitate the process of cooperative learning, so he just forces students to work together. The trainer responded with suggestions for how they could make it work for them. For example, she suggested that only ten minutes of process work every other week was enough. Other topics discussed were the students' approach to violence, and using family group as a place to teach dispute resolution. There was a real sense that the teachers felt satisfied with her responses to their complaints and the lesson moved forward toward addressing the problems.

The next topic was the workshop schedule for the following cycle and the topics for some of these workshops (trust, finding causes of violence, etc.). Suggestions were made by the teachers concerning workshop topics that would address their concerns. A suggestion was made and agreed upon that family group works best if it is thematic... otherwise it is unorganized and unfocused." The consensus was that "...with all of the family groups working on the same topic, teachers will be more likely to bring up issues that come up in family group at staff meetings."

Conclusion

This was an attempt by the trainer to reorganize the training. She made a valiant effort to do team-building and create a cooperative relationship between herself and the teachers. She empathized with their problems, needs and feelings. For instance she cited the "...fact that training takes up too much time in staff meeting" as a problem she recognized. Her sensitivity to the teachers was exemplified in the way she let them initiate the discussion concerning problems.

Attendance at this workshop was low as was the general level of enthusiasm toward the project. The project need to be "sold" to them again. Yet there was evidence of the effectiveness of this session, not particularly in teacher attitudes, or the energy level of the room, but the fact that despite the low level of enthusiasm toward the training, they were able to produce a schedule of workshop topics for the school year addressing their concerns. It is also very significant that they decided upon a strategy (having common family group themes) that was designed, not only to facilitate more effective family groups, but also to facilitate greater participation on the part of teachers in their staff meetings, and presumably their workshops.

Appendix D
Observations of Student Life at AHS

On three occasions during the 1989-90 school year one researcher spent the day (8:45 am - 3:00 pm) following the schedule of a student at Campus A. The student was Cameron (a pseudonym), a black male student in his final year at AHS. This case study is presented, not especially to focus on the student, but in order to give the reader a detailed look at the setting, climate, and academic life at AHS. In using this particular day, November 11, 1989, we have attempted to illustrate the typical day of a student, however the fieldnotes have been summarized and some material has been added to them from other information we had about the typical day at Campus A.

9:00 am - The first period of the day, "A slot" was to be a History class in room 170. As I went in there were seven females and seven males attending (including Cameron.) The teacher was a white male. The class was sitting in a U shape in the long rectangular room. Some students were sitting beside the blackboard so that the teacher frequently had his back to them.

The teacher gave the students a handout on Frederick Douglas and asked them to read it. While the students were reading, two more females and one male walked in. After about fifteen minutes, the teacher asked questions about the reading. Many students participated and either put up their hands to answer or just spoke up. The class was quite interactive and engaging with most of the students participating.

After this discussion the students were asked to write a paragraph on how Frederick Douglas would view black people today. The students started writing. Most appeared to be focused on the task at hand.

After some time the students volunteer to read their paragraphs. One student read her poem aloud. Other students volunteered to read what they had written.

9:50 am. B slot was a Spanish Class in room 160. The class was initially very noisy. Most of the students were shuffling around and talking quite loudly. The teacher, an Hispanic female new to AHS this year, kept telling the students to settle down and finally yelled, "process" ("process" is the word used to get students to think about what is going on and to change their way of behaving if it is not adding positively to what is suppose to happen.)

Students were still walking in ten minutes later, but they were settling down more readily. The small room was crowded with 14 students, six black females, five Hispanic females, and three black males. Laughter could be heard coming from one side of the room.

Four black females were sitting together in the back. They were talking a lot and laughing. The teacher told them that she did not want them to sit together in her class the next time. She passed out some books for the students to study and asked them to do some written classwork. As they did she circulated around helping the students. Many students asked their neighbors for help with the work. Although cooperative learning was not mentioned the students obviously felt comfortable helping each other and asking for help.

Two black females in the back were just sitting and talking. One of them asked the teacher to help her. The teacher did not go right away, she helped some other students first. The student complained about this. The teacher explained that she thought the other student had a smaller problem so she wanted to take a look at that first.

> Comment: I think that the teacher was irritated by the students' being disruptive by talking too much. She did not respond to the student right away due to this reason. This is a new teacher and she may not know how to handle the students very well. The girls in the back did not seem too compelled to finish their work or listen to the teacher.

The left side of the room was very orderly. Three males and two females were sitting there doing their work. Frequently there were disruptions in the class by some students walking in and out of the classroom. The teacher kept urging the students who were talking and giggling to work. Some students were popping chewing-gum.

One student walked in and asked for another student. One of the students sitting in the back said, "get out". It sounded rude. Another student walked in and wanted to talk to one of the disruptive girls. The teacher refused to let her go out. The lesson ended with most of the students finished with the work. At the very end the teacher handed out a list of Spanish adverbs and translated it for the class. All speaking in the class had been done in English.

10:40 am. C Slot Personal Resource Management. C slot. room 130. This was a large class of ten males and ten females. The students were sitting around 4 large tables on one side of the room and at three tables on the other side of the room. The teacher, a black female, started the class by talking about needs and wants. She kept listing these on the board and the class gave her examples of needs and wants. When one student kept answering a lot the teacher directed her attention towards other students, encouraging them to talk and participate.

All students were quite engaged and seemed to be participating in the class. When the topic of values came up, one student expressed his opinion against abortion and pre-marital sex. Another student (female) said "that's not you at all". The teacher kept encouraging the students to express their opinions. A tall black male kept putting up his hand. He was asked, by the teacher to wait until some of the less talkative students had a chance to talk. Finally, she let him say what was on his mind. He said that each person had to make his/her own values.

Immediately following there was a discussion on goals. Some of the students mentioned wanting to go to colleges such as

Harvard, Howard, and Stony Brook (State University of New York). Other goals mentioned were passing classes, owning cars and houses in the suburbs. The link between goals and values was discussed. The conclusion was that goals are affected by values. Most students appeared to be paying attention. The teacher began talking to the students about attending college. Everyone was listening very quietly but they anticipated the end of the class when it was about to end. They began collecting their books. the teacher told them to sit still until she was finished. They sat down for another three minutes or so.

11:30 am. D slot room 130. This was a class called Physics in Music. Seven females and three males were present. The students sat around the large tables in the room.

The teacher, a white male, gave the students a handout on the movie "Amadeus" and briefly discussed the part of the movie they had already seen. After this, he turned on the video machine and left the room to meet with the coordinator.

The handout gave a brief background on the contents of the movie, but had nothing on it about physics. For the rest of the time the students watched the movie quietly.

12;25 pm. Lunch - I asked Cameron where he was going to have lunch. He told me that he would be in the lounge (lunchroom). In a few minutes I went in there and saw him sitting by himself.

Very loud music was playing in the lunchroom. Students were either lined up to get their lunches or were sitting around by themselves. I noticed that most of them were wearing casual clothes. They were in jeans and sweaters and the color black appeared to be quite popular. Most of the girls wore big gold hoop earrings and lots of gold rings. Some boys were wearing gold chains. Many students, males and females, were also wearing hats and caps. Some students went into the adjacent room to eat. Some sat together and talked while others read books or magazines.

After most had finished eating about 20 students were left. At about 1:00 pm a card table was set up and four students started playing cards. One white male sat alone and slept. He is one of the few white students here. I have seen him alone on other occasions as well.

When I left I saw three students were sitting in front of the coordinator's office talking. This happens quite frequently during lunch hour. Another batch of students was watching T.V. in room 140. Two students were in one of the computer rooms doing some work at the terminal.

There was quite a relaxed atmosphere in the students interactions with teachers. In the lunchroom I had noticed that one student had playfully punched a male teacher and the teacher playfully punched him back. Another group had joked with a teacher about seeing someone on 42nd street. Although the coordinator's door was closed, one student just knocked and walked in to get her bookbag. Students can sit and eat anywhere they want in the school. They take their food into the classrooms and into the reception area to eat.

1:30. E slot. This was supposed to be Math Class, but Cameron did not go there since there was a special meeting being held for students who wanted to get into the Executive Internship program. The director of that program had come to give a presentation. The Careers teacher had coordinated this presentation held in room 153 (one of the long computer rooms).

Twenty-two students, nine females and thirteen males, were present for this meeting. It began with the director explaining the Executive Internship program to the students. They were very quiet and listened to what he had to say. Then two students who had been interns in the program talked about their experiences. One said that at first he felt like he was treated like dirt at his work site, but then he realized that he was there for himself and for a future. He said that if a student has problems at the site, the director makes himself available to talk about it.

The other student said that as an intern he was learning all about bookkeeping and accounting. He said the work was not all fun, but, "... that's life and the real world."

All the students seemed to be very interested. Many of them raised questions about internships in specific areas. For example, one male asked about internships available in electronics as he wants to become an electrical engineer. One female asked about working in the area of medicine. The director said he would coming back on the 14th and the 19th of December to talk to students individually about their internship interests.

The meeting ended at 2:00 pm, 15 minutes before the E slot class is officially over. Many students left, but about ten students went up to the director to talk to him.

2:15 F slot. The next class that was on Cameron's schedule was room 143. No one showed up there so I asked one student where the class was. It was being held in the lounge for a special presentation. I went to the lounge, but the teacher told me Cameron was no longer in her class. I went to the coordinator's office and asked. Apparently his schedule had been changed, but that was not reflected on the written class schedule. At this point, Cameron walked into the reception area. He told me that he was in math class being held in room 153 but he was going late since he was trying to get his internship application filled out and having some of his teachers sign it in the appropriate places.

The math class was taught by a white female. Five males and four females were present in the class. The room was small and the chairs and desks were placed in rows. The teacher was lecturing on math application issues involving bonds, premiums, and yields. The students were quiet and appeared to be paying attention. Every now and then the teacher would ask a question and students would put up their hands to answer. At one point a student spoke up without raising his hand and the teacher told him not to interrupt. After lecturing she gave the students some problems to solve. The students worked individually and the room was very quiet. From time to time I could hear some whispering but not much. The teacher walked around the room helping the students. After a while she went back to the board and talked about percentages. She put up some examples on the board, then she gave the students more work to do.

Overall, the class was very quiet and somewhat formal. The students raised their hand to speak and worked individually. Cameron walked in at 2:50, ten minutes before the class ended and told the teacher he had been applying for the internship program.

At three o'clock as the students were leaving the school there was a lot of noise in the corridors. The noise seemed to be the general hub-bub of leaving school for the day.

****

Conclusion

This summary of a day in the life of an AHS student demonstrates variation in several areas of school functioning. First, it shows a range of academic classes and events students attend as part of their life at the school. The ways in which the building is utilized for special presentations and at the lunch hour shows the value of having a small informal school with a relaxed atmosphere.

Secondly, it can be seen that some of the themes mentioned frequently in the discussion of the training have obvious consequences for the school in general. For example, this description illustrates how absenteeism and tardiness that have been discussed as detrimental to training also have negative effects on classroom climate and the success of lessons.

Thirdly, the variation in the classroom activities and climates shows that the students have the opportunity to observe and interact with people in many behavioral modes. Some of these are quite cooperative and others are individualistic or competitive. Although distinct episodes of conflict were not recorded in these specific observations, the types of interactions that characterized AHS are important to the way the conflict resolution and cooperative learning training was accepted and integrated in the school.

Appendix E
Classroom Observations of the Use of Cooperative Learning

NOTE: These two observations of classroom lessons, summarized from fieldnotes, show how the training in Cooperative Learning was used by teachers. They show examples of successful and difficult episodes in implementing Cooperative Learning with AHS students.

Classroom Observation #1

Date of Observation:	June 4, 1990
Time:	10:00 a.m.. to 12:00
Site:	Campus B
Purpose of visit:	To observe Cooperative Learning in class

I walked into the Forensics Class at 10:10. It was a double period class taught by two teachers. One teacher told me the students were doing a short "Do Now" assignment to get them in order. There were a number of students in the class all of whom were working quietly and, it seemed, diligently at their desks.

Prior to the beginning of class one teacher explained to me that this was the second day of a three day Cooperative Learning (CL) lesson. The first day she had the class form groups of four and asked them to: 1) make up a crime story, 2) create clues connected with the crime, and 3) develop leads to a suspect. Over the weekend the teacher had typed the students' creations.

Today she asked them to draw the crime scene they created and include clues that would lead investigators to three suspects. Tomorrow they will exchange the crime scenes each group created and determine the suspect based on the clues left in the drawing.

Soon the teacher said to the class, "Okay, change seats for Cooperative Learning in the groups you were in on Friday." The students complied immediately. As the teacher was beginning to explain the day's lesson the coordinator walked in, brightly sunburned and said aloud to the class, "I'm just coming around to every class so that you can see that I went to the beach this week-end." He joked with the students for a minute more and then walked out.

The teacher continued to try to get their attention to explain the day's lesson. She said, "I want you to show me what the scene would be that the police come across . . . Just put in all the clues - go to it." At about 10:22 almost all of the students were working studiously in groups. In one group a male student was staring into space with his arm draped around the female student next to him. She, however, continued to work.

One teacher walked around to each of the groups reminding them that she had typed up each of their stories (some groups had come up with more than one story the previous day) so that it might be necessary for them to select one story from among several created by the group members. At 10:30 the other teacher, who had been working quietly by herself in the back of the room, left. I did not see her for the remainder of class.

The other teacher walked over to a group who had called out to her. She asked if they had three suspects and evidence that connects each of them to the crime. The students answered, that they would have to change the whole story in order to do that. She asked them to work on it a bit more by thinking of someone else who would have the motivation to kill this person. One male student began to justify why it would be impossible to come up with another scenario. Meanwhile a female student was staring at the diagram, apparently thinking about how to fulfill the assignment.

At another table were two female students who were absorbed in the assignment. They conferred with the teacher about ways they should diagram the crime. She offered them suggestions.

At another group a male student was drawing a sophisticated pencil sketch of a murdered male. Although the drawing demonstrated the young man's excellent artistic talent, it did not contain clues. Another student sitting diagonally across from the student who was drawing said, "He's weird." The group laughed gently at this remark.

> Comment: I do not know what prompted the young man to say this except that the drawing was perhaps overdone and different from what the rest of the students in the class were doing.

The teacher then went over to a group and looked to see whether their diagram matched the story they had created. She came and showed me some of the students' stories she had typed up over the weekend. Then with another group she discussed the consequences of not participating in the completion of the assignment. It seemed she was concerned that the student who had his arm around his friend, was still not contributing to the group's work. She said that the group would not get credit for doing the assignment unless they all work on it. She warned them that this would be one of the assignments she would be evaluating when she determined their grade for the cycle.

At about 10:50 I looked up to see two students standing near the doorway videotaping the class. (I assumed they were from the special Videotape Class which is a funded program at Campus B).) Moments later they walked further into the classroom shooting the class from several different angles. They were there for several minutes, but neither the teacher nor the students seemed affected by their presence.

The same male student who was not participating in the assignment was asking others if they had a nail cutter. He seemed unaffected, at least outwardly, by the warnings the teacher had given. I thought that perhaps either he was at a loss as to how to contribute to the group or that he was acting out in some way.

Near 11:00 a.m., the time the class usually has a break, students as a group were definitely getting restless. However some groups and some individuals continued to work steadfastly at the assignment. I went over to talk with a group comprised of three males and one female. One male was drawing the crime scene. I asked him what he was doing since it looked as if he was making a calendar. He answered, "Read this," (showing me the crime story they had created.) The story was, I thought, very violent. It described how the victim had been dismembered and decapitated. I told them (because I thought that to not comment on their work might be interpreted as a negative evaluation of it) that I thought their story was good. It reminded me of what I heard on the local news regularly. The student concurred with my last comment.

I saw one student from another table go to help someone from another table with his diagram. It was, of course, a very cooperative gesture which went along with the intent of the CL lesson. The problem, as the teacher pointed out to them, was that one student was giving away the clues to a member of another group that would later try to solve the mystery.

I asked a female student whether or not she not like the crime story her group had created. She answered that she liked it, but that she already had done her part which was to help make up the story. She said she was just waiting for him to draw it.

At 11:00 the teacher called out to the entire class, "Okay people, listen up. C'mon people settle down." She said that the next day they would make copies of their work so other groups could solve their crimes." She asked them to take no longer than five minutes for the break.

When the class reconvened the teacher went to one group of students, looked at their work, and said that they were the only ones in the class not working as a group. She asked for an explanation. The one student who had continuing to work throughout the break said, "They won't work." The teacher told them they would not get credit to which the student replied, "I'm not getting credit for doing this. I am wasting two hours!" The student who had asked for the nail cutter, who was in the same group, returned from break. The teacher reprimanded him for returning late and for not participating. The student said that he had been participating, - "we are suggesting - she's writing." The other two students in the group began laughing. There was a sense that the class had not gotten underway. The teacher said firmly, "You must work together to get credit . . . "

In general the students were not as "into" the assignment as they seemed in the first hour session. In one group the male student who was so interested in drawing was sitting by himself. At another table a female sat by herself reading a magazine. When I asked her what she was up to and she said about her assignment, "We've finished. And we aren't going to exchange crimes until tomorrow."

The teacher showed a bit of frustration with the students' attitude. To some students who were having problems coming up with clues she said, "Stick the sole of your shoe up here," pointing to the chair. She showed how different shoes leave different tracks and that these tracks are frequently clues for finding who was in the room when the murder was committed. Only a few of the students continued to stay focussed on the assignment.

The teacher continued to try to get the students to recognize potential clues for their stories. One student said in an exasperated voice, "This is too much." The teacher tried to get students to say why they did not like the assignment. She told that it was a major project for this class. While talking she was also trying to take attendance.

I went around for a last time (it was getting close to twelve) to see if I could engage the students in conversation about the work. The three female students who were working together said outright that they liked the assignment a lot. At another table a male student told me that he did not like the assignment because the subject matter reminded him of when he was in jail. Another group told me they liked the assignment.

The teacher gave one last instruction. For homework the students were to write a thank-you letter to the medical examiner who had come to speak to them. She asked them to mention in the letter three things they got out of his lecture. She made sure they handed in their assignments before dismissing them.

Classroom Observation #2

Date of Observation: March 8, 1990
Time: 11:00 a.m. to 12:00
Site: Campus C
Purpose of visit: To observe Cooperative Learning in class

11:00 Fundamental Math

This was a class in Fundamental Math that the teacher asked me to observe. The last time I was here, he was testing the students, so I didn't get to see how the class was conducted.

The teacher introduced me to the class and told them that Teachers College got AHS going with the Cooperative Learning which would be done in class. He returned an exam to the students and instructed them to write corrections for the questions they lost points on. He told them to help their group members. The groups have names.

While the groups were working, the teacher called the students up one at a time for midcycle evaluations. They could receive a question mark, which means failing; a check-question mark, which means borderline; or a check, which means passing. This teacher does not give check-plus, which some teachers do.

At table A a male student was staring off into space and a female student, was working. [Speaking to the teacher in the office later, I found out that the male is a special education student.]

At table C, all the students were working. At table B, the teacher told two female students, that one of the male students needed extra help because he had been out of school for a while. He then told another female student, who had been sitting alone, to join them.

At table D one female student was upset. She had failed the test. The teacher told her, "it "doesn't matter, the important thing is to learn from it." At the same table, another female student didn't understand a problem involving rounding numbers. The teacher gave her a couple of hints, but then told the group to talk about it.

One student told the teacher that he had made a mistake in grading her test. The teacher said that if everyone in the group agreed with her that he was wrong, he would come back and look at it.

At table C a male student told the teacher he did his best on the test, so there was no point in his working on it further. The teacher told him he could still learn from it. The student asked if he could work with me on it, but the teacher told him to work with his group.

> Comment: It was clear to me that the student was trying to get out of working with his group. At lunchtime the teacher told me that student is a special education student.

The teacher began calling students up to his desk for the evaluations. Three of the female students at table D were working together on the test. The other was polishing her nails. After a few minutes, she began polishing the nails of one of the students who was working well. During this, other students continued working on the test. Two of them are wearing Walkmen radios.

Next the teacher talked with a student who had been the first to finish the test. She had been doing well in the class previously, but now was having trouble.

In another group one female student was explaining an answer to a male in her group. She had been explaining to the others quite a bit. The student who had been first up for her evaluation was still sitting alone.

The teacher then met with a male student who he said was improving a lot. His manner was friendly and encouraging to the student. Next up for evaluation was a girl to whom the teacher spoke very quietly. He said, "it seems like sometimes you tune me out." He managed to make this sound like an expression of concern rather than a reprimand.

At Table C, all were still working. They seemed upbeat and lively as they worked together. Table B was quiet, working independently. The students at Table D were mostly socializing, although one member was working a little and another was sitting and working alone.

The teacher met next with the female student who had been polishing her nails. He spoke to her about test anxiety. He told her that he use to be paralyzed by it, and that his solution was to "study like a maniac." He told her several times that she is "not alone." When she returned to her table, she sat down and started working for the first time during the period.

The teacher met with another female student asked why she had so many absences. She said she had to take her son to the doctor. He told her that it was a valid excuse and she should be bringing in notes about it so she isn't penalized for her absences.

At 11:30 Table B was working quietly. Tables C and D were working more interactively. The teacher called one student up for a second time. One student went over to Table C to check an answer with them. She asked two members of the group and was very happy with their response. She came back to her table saying, "I knew I was right all along."

The teacher announced to the class, "If you're finished, feel free to jump into another group to help." They asked each other if they had passed the evaluation.

> **Comment:** When one female student was asking questions of another female student, it seemed as though the girl was willing to try to help. She started to look at the paper, but the other girl immediately moved on to a third student. It is perfectly possible that the student had the correct answer to the question, and the marked tests from the teacher would reflect whether or not that answer

> was correct. It would seem, then, as though it were a matter of status: you can only help me if you passed.

Table C was now finished, a member of that group was over at Table A. Another student was sorting out some papers from her bag, as others continued working.

The teacher was telling a male student that he had just copied the answers (rather than finding out from his group members how to do the problems). The teacher said several times, "this is worthless, worthless." After a while, he told the student to finish it for homework. To which the student responded, "You think I can do better than this?"

Next the teacher met with the student who was angry at him for taking off points on a question on the exam. They went over the problem, and she saw what she did wrong. She smiled. The teacher told her she was "doing great." He asked, "how's it going with your group?" She shrugged and he told her that she was in the best position to help.

As the class ended the teacher announced the homework and everyone in the class stopped working.